

YSGOL PANT Y RHEDYN BEHAVIOUR POLICY



Introduction

This document outlines the purpose, nature and management of behaviour and discipline at Ysgol Iau Ysgol Pant y Rhedyn. It was created in the Summer Term of 2016 through a process of consultation with staff and Governors.

At Ysgol Pant y Rhedyn, we aim to provide a school environment that is safe and stimulating for all children in our care and one which will foster their positive self-esteem. In order to ensure this, we have devised this policy to create a calm, secure and happy working and learning environment for all.

Our systems and practise ensure that good behaviour is encouraged and rewarded regularly and poor behaviour is challenged and dealt with.

It should be noted that whilst this policy prescribes our procedures and describes our practise it has also been written to allow for flexibility; it would be impractical and counter-productive to set out, and aim to follow, a rigid set of rules that did not allow for the discretion of members of staff when dealing with issues that arise. This does not however take accountability away from staff and it is important that all members of staff are aware of this policy, follow its guidance and act in a fair and considered manner at all times when dealing with issues of behaviour and discipline.

Aims of the Policy

- To establish and promote a system of behaviour which is supported and followed by the whole school community – pupils, staff, parents and governors - based on a sense of community and shared values.
- To foster a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach moral values and attitudes alongside knowledge and skills. This in itself, we believe, will promote responsible behaviour, self-discipline, self-respect and respect for other people and their property.
- To highlight models of good behaviour and to have high expectations of everyone in our school community aspiring to such standards.
- To reinforce positive i.e. good/desirable behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply punishing bad/undesirable behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour, along with the sanctions that will follow any such misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving future improvement in behaviour.

Strategies for Maintaining Good Behaviour and Discipline

The promotion of acceptable behaviour in a Ysgol Pant y Rhedyn is established in two distinct but interdependent ways:

1. explicitly e.g. Golden Rules - these are rules governing what pupils should or should not do.
2. Implicitly i.e. there are the ways in which these rules are applied together with the high expectations that are demanded of pupils by all members of staff.

The Headteacher's management style will ensure a sense of collective responsibility amongst the staff, both teaching and ancillary. It shall also create a sense of commitment to the school amongst pupils, staff and parents; the school as a community of people all with a common goal.

The values that the school seeks to promote - mutual respect, self-discipline, social responsibility, positive self esteem - are best demonstrated by the good example and good practise of all the adults involved in the everyday life of the school.

The environment of the school reflects the ethos of the school - what is on display should be the best that the school and its pupils have to offer. This has implications for all display work, which should involve all pupils. Staff should expect pupils to achieve and maintain high standards of presentation in their work and should reinforce such standards by way of their own examples. The purposes and justifications for rules and regulations should be communicated clearly to all individuals involved in the school. Staff should take advantage of any opportunity to clarify or reinforce our principles and should encourage classroom discussion on appropriate behaviour, with pupils being given the chance to draw up classroom charters or codes of acceptable behaviour.

Most pupils, supported by parents and carers, comply with these expectations readily and are able to make the most of the opportunities available to them in school. A series of inducements are used to encourage a positive attitude to our school community and to the educational opportunities which exist at Ysgol Iau Hen Golwyn, the most immediate being the praise and recognition of pupils' good behaviour by members of staff, whilst our Merit system is directed towards reinforcing positive attitudes and recognising pupils' attainment, efforts and achievements.

Our approach to behaviour and discipline is based upon our high expectations of the pupils attending this school. These are set out in our Golden Rules.

Evidence indicates that schools which achieve good standards of behaviour and discipline tend to deal with disciplinary problems when they happen, and at the most immediate level. The active involvement of class teachers is a vital factor. All teachers, knowing that they have the support of senior staff, should accept responsibility for maintaining good behaviour throughout the school and they should model the types of behaviour encouraged by the school policy.

It is the Headteacher's responsibility to take the lead in defining standards of acceptable behaviour, but there must be a wide measure of agreement among staff, governors and parents. Once standards have been set they need to be communicated widely to all concerned within the school and they must be applied consistently throughout the school, since pupils and parents will quickly spot any inconsistency between public statements and what staff actually do. Such inconsistencies will quickly undermine the effectiveness of any policy.

Parents will be informed of the school's efforts and expectations via the school prospectus, which is reviewed annually, through the content of the home-school agreement, which is a feature of the admissions procedures to the school, and through a letter to be sent out to all parents at the beginning of the school year.

Ysgol Pant y Rhedyn's Golden Rules

We have Golden Rules (See appendix: Golden Rules) that set out, in general terms, how we expect our pupils to behave in and around school and also whilst participating in visits out of school. The Golden Rules are introduced to the pupils when they join our school and are reiterated to the children at the beginning of each school year and periodically throughout the year. All pupils are expected to behave in accordance with these rules which can be found displayed in classrooms and corridors.

Ysgol Pant y Rhedyn's Merit System's

Many merit systems are in place. These System are a there to praise and reward and to encourage pupils to adopt and exhibit good behaviour throughout the school day.

All of the children are assigned to one of four school houses; Deiniol, Seiriol, Cybi and Tudno. During the school year they compete for their house in a variety of sports events and the Eisteddfod. The school has a house cup which is presented to the Captains of the winning house at the end of the school year.

a) Dojo points: the school uses Class Dojo's to reward individual pupils for their positive behaviours. Certificates are then sent home to celebrate that a pupil has reached a certain number of points within a term. Within each class is a house-points board on which are recorded the house-points gained by individual pupils.

The main reason for the awarding of Dojo-points is the positive reinforcement of good conduct, effort and achievement on the part of a pupil, and it must be emphasised that this applies to all aspects of school life, not just the academic achievements of pupils but also for effort, for being caring, for being helpful and for all aspects of good work and behaviour. This is not to say that there will not be occasions when loss of Dojo- points is used as an appropriate sanction but this should not be a frequently applied sanction, since overall it is the positive aspect of reinforcing good conduct that should be emphasised. It should be stressed that the Dojo-points are not an end in themselves but a tangible indicator of the quality of a pupil's performance, be it academic or other.

b) Merit Certificates: each week the class teacher will nominate pupils who are deemed to be worthy of a different merits awards and these pupils will receive a merit badge which they will retain for a week. These merits are awarded during the Weekly Merit Assembly.

c) Weekly Merit Assembly: this whole-school assembly, which occurs on Friday afternoons, should be viewed as an opportunity to share and to celebrate pupils' achievements on a weekly basis. As well as the updating of the Merit certificates, there should also be news of sporting fixtures and any other activities in which pupils have been involved on behalf of our school and also any success that they have had within their own interests. This is also an appropriate opportunity to give out sporting or academic certificates and awards gained by pupils, whether in or out of school.

Currently our Merit Certificates include the following:-

- Siaradwr ac Ymdrechwr Cymraeg yr wythnos- chosen by the Sgwad Cymraeg.
- Gwaith Ardderchog yr wythnos.
- Ffrind yr wythnos- chosen by the School Council.
- Seren yr Wythnos.

Attendance Certificates

At the end of the year, the school also has an end of year award service. This is where our numerous merit cups are handed out to the pupils who have worked hardest in many different fields. These cups are usually given to pupils in Y6 however the class teachers also nominate two pupils from each class who have shown excellence as being Good Citizens and for Academic Achievement. At this assembly there will be a variety of other awards made. The provision of such awards will continue to be reviewed and will be extended as and when it is deemed appropriate.

Attendance certificates are awarded termly/annually for pupils who have achieved 100% attendance during the term/year.

House Captain and Vice-Captains

Candidates for these posts will be chosen, with the consultation and involvement of all staff, from the pupils of Year 6. Candidates should be chosen because of their positive attitude to school and for the qualities of responsibility, dependability and trustworthiness that they display. Pupils wishing to be a Captain or Vice Captain are asked to present why they would be suitable to fill the role during a whole school assembly.

Demotion is a feature of the system but should be an extremely rare occurrence if there is careful selection initially and if the importance and desirability of being a Captain or Vice Captain is emphasised both directly and indirectly.

Class Assemblies

Assemblies provide a regular opportunity for reinforcing the sense of commitment to the school of all who are involved in the school, and also provide the opportunity for direct transmission of expectations to staff and pupils.

Sanctions Available To Staff

For the small minority of pupils whose behaviour does not measure up to the high standards expected at our school there is a range of sanctions that may be employed. The sanctions are arranged in such a way as to ensure that they are appropriate to the level of the problem, are seen as being consistent and fair, and are effective in bringing about a well-ordered and safe environment conducive to effective learning. In dealing with pupils and applying sanctions, we must:

- focus on the misbehaviour rather than the child.
- remind the pupil of the Golden Rules and/or our high expectations of pupils.
- apply sanctions which are appropriate to the misbehaviour.
- lookout for the possibility of praising the pupil's positive or improved behaviour in the immediate future.
- avoid using sarcasm or humiliation as a response to misbehaviour.

Minor breaches of discipline are dealt with by the class teacher or other member of staff concerned in a sensitive, caring and fair manner, whilst maintaining their authority. A traffic light behaviour management system is used in class by all staff including supply teachers and trainee teachers. All pupils begin each day on green, and all usually remain on green throughout the day. However, pupils will move to orange/amber if their behaviour deems it necessary and they have the rest of the day to show significantly improved behaviour for them to return to green during the rest of the day. In the exceptional situation where a pupil moves from orange/amber to red, then staff will usually ask the Headteacher or the Deputy Headteacher to intervene and the decision to communicate with a parent/carer at the end of the day in person or by phone may be needed. Parents could also be given a written record to be sent home with the pupil outlining the reason for their move to red.

Other incidents of misbehaviour have the following sanctions applied to them:

- immediate reprimand by a member of staff and a reminder of expected standard of behaviour.
- moving within class to sit and work alone
- moving to another class to work.
- completing a Face Up To It form.
- verbal apology or letter of apology.
- writing out the Golden Rules.
- loss of playtime (Pupils must be supervised).
- spending playtime under close supervision of T.A., D.R.A. or teacher on playground duty.
- repeat work or complete extra work given.
- loss of privileges and/or positions of responsibility
- withdrawn from educational visits.
- Weekly mentoring sessions with the Wellbeing TA in order to monitor and mentor pupils. Pupils given specific targets to work on from the Wellbeing TA.
- weekly or daily report diary.
- weekly after-school meeting with parents to review behaviour.
- devise a concise individual behaviour action plan to which all parties agree.
- child placed in another registration class temporarily/permanently.
- referral to outside agencies e.g. Educational Psychologist, CAMHS, Social Inclusion Service.
- short-term exclusion.
- permanent exclusion.

Pupils can be referred to the Wellbeing TA at any point where incidents of negative behaviour occurs. This action is usually given the go-ahead by the HT or the DHT. Pupils can be referred to the HT at any point where incidents of negative behaviour occur but this usually takes place when Amber or Red cards are issued.

It should be noted that corporal punishment is strictly prohibited.

Procedures for Dealing with Major Breaches of Discipline

This type of serious misbehaviour is rare at Ysgol Pant y Rhedyn, yet it is the duty of the Head Teacher or the Deputy Head Teacher to deal with it promptly, particularly if the problem should persist.

The procedure is:

- An oral warning by the Head Teacher or Deputy Head Teacher concerning future conduct. The pupil will also be advised on how to improve their behaviour.
- Completing a Face Up To It form.
- Withdrawal from the classroom for the rest of the day and loss of playtimes.
- A phone call and/or letter to parents/carers informing them of their child's unacceptable behaviour.
- The school may implement a home school diary with home.
- Mentoring sessions with the Wellbeing TA.
- A meeting with parents, at which a warning is given about further sanctions which may be employed, unless there is a significant improvement in the child's behaviour.
- If the problem is severe or recurring, exclusion procedures are implemented by the Head Teacher.
- A case conference is held with parents and relevant support agencies.
- Permanent exclusion, after consultation with Conwy LEA.
- Parents have the right of appeal to the Governing Body against any decision to exclude their child.

A particularly serious problem could result in suspending the above procedure and parents or carers being asked to collect their child from school immediately.

Procedures for dealing with pupils who have become violent/aggressive to staff or pupils and need restraining for their own safety and that of others.

Parental Involvement

At Ysgol Pant y Rhedyn, we value parental support and involvement highly and regard it as a potentially powerful and effective measure for maintaining high standards of behaviour and discipline, and believe that it is something that should be utilised. However, we should ensure that there is also communication of good news to parents, as well as any cause for concern.

We believe:

- Parents can help by recognising that an effective Behaviour and Discipline Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules. All parents will be asked to sign the Home–School agreement as acceptance of our school's aims in maintaining high standards of behaviour and discipline.
- Attending parents' functions and developing informal contacts with school helps to reinforce parental support for the policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems consistently, patiently, fairly and positively.

- The involvement and support of parents is essential to get the best out of the pupils of our school.

Informed parents are in the strongest position to encourage the school's efforts and to this end we seek to inform parents through our prospectus which seeks to give a wide range of information about our school. Regular newsletters and occasional curriculum meetings are also arranged to keep parents informed on a general basis.

- The system of termly parental evenings and the annual report serves to keep parents informed as to the particular progress of their children.
- Parents of pupils who are identified as having special educational needs should be kept informed by the school ALNCO as to the outcomes of reviews of progress and of any areas of concern.
- Parents are encouraged to come in to school to discuss any concerns they may have with the head teacher and staff, and there is also the homework diary, which serves as a readily accessible means of home-school communication.
- Where the school has concerns regarding a pupil in terms of behaviour then it is important to keep parents informed as to the problems and to involve them in trying to resolve the situation satisfactorily for all involved.

Supervision

Supervision of pupils is a key factor in maintaining high standards of behaviour and discipline.

- All staff have, and should exercise, a general duty of care for all pupils.
- The school day starts at 9:00 a.m. and pupils are supervised on the playgrounds from 8.50 a.m. by the two members of staff on duty that day.
- Two members of staff and one to one staff supervise the children during the morning break from 10.45a.m. to 11.00 a.m.
- Parents are informed of this situation at the beginning of the school year and of the need to ensure that pupils do not arrive at school too early. There are reminders issued from time to time. Only those pupils attending breakfast club should arrive prior to 8:50 am.
- Teaching staff should ensure that they are in class to supervise the children when they enter at the beginning of each lesson/session.
- Staff shall also supervise the cloakrooms at the end of school and also ensure that when their classes are moving around the school building that they do so in an appropriate manner.
- When necessary TAs (those supporting pupils on a one to one basis) supervise the pupils they are assigned to throughout breaktime and during lunchtimes.

Lunchtime Supervision

- At lunchtime, supervision is undertaken by the Senior Midday Supervisor (SMS) and Midday Supervisory Assistants (MDSAs). The supervisor and her staff members should maintain order; usually by reminding children of the standard of behaviour expected and asserting their expectations of how pupils will conduct themselves.
- Repeated minor problems might result in the child being asked to spend the lunchtime with an MDSA which should defuse the situation.
- The MDSAs, via the SMS, inform teaching staff of children who have misbehaved during a lunchtime, especially where there is an issue to follow up.

- Lunchtime staff are provided with a whistle to use on the school yard. Pupils are informed that when they hear the whistle they should stop what they are doing, look in the direction of the member of staff and listen to see whether they need to take any action.
- The children should treat the MDSAs with the respect due to all adults at Ysgol Pant y Rhedyn.
- Verbal or physical abuse is not tolerated.
- Serious misbehaviour or repeated disobedience at lunchtime is brought to the attention of the Head Teacher/Deputy Head/Assistant Head. This may result in sanctions being applied. Parents will be informed about the problem and if there is no improvement in behaviour there is the possibility that the child may be excluded from the premises at lunchtime for a period of time.

Standard of Work and Presentation

It is important to recognise that a pupil's attitude and behaviour can often be directly affected by their engagement (or otherwise) in their learning. In order to take full advantage of the educational opportunities available at Ysgol Pant y Rhedyn:

- it is important that all pupils work to the limit of their potential.
- the school recognises that all students are different and have different levels of ability, therefore efforts are made to ensure that all students are challenged in their daily work and support procedures are in place to help those who experience difficulties.
- the school should be contacted immediately should parents discover a problem in this area.
- all students, whatever their ability, are considered to be of equal value. The support services available in the school reflect this.
- the highest possible standards of work and presentation are expected from all pupils at all times.

This is considered to be a normal requirement of the school.

Intervention

Intervention may be required in extreme circumstances with the use of reasonable force to control and restrain pupils.

L.E.A. advice, regarding circumstances where appropriate use of restraint is permitted, is:

- **where a pupil's behaviour is at risk of causing injury to themselves.**
- **where a pupil's behaviour is likely to cause injury to other pupils/adults.**
- **where a pupil's behaviour is likely to cause serious risk or damage to property.**

If a child behaves in one of the above ways, then physical restraint **may be necessary** and **MAY be used**. The child should be removed and taken to a member of the Senior Management Team and immediate contact will be made with the child's parents. No physical restraint should take place without two members of staff being present and the Incident Form should be completed by all members of staff who have dealt with the issue at hand.

An Incident Form is completed and the situation discussed with the Head Teacher or Deputy HeadTeacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This is likely to include the involvement of other agencies i.e. Social Inclusion Service, Social Services, Educational Psychology Service, Pupil Referral Unit, ESWs etc.

Behaviour Modification

At Ysgol Pant y Rhedyn the majority of children behave well. There may, however, be occasions when individual children exhibit behaviour that is unacceptable. As part of our Behaviour and Discipline Policy staff may apply behaviour modification strategies to change an individual child's behaviour.

Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate strategy with the aim of rectifying the matter.

Various strategies, in addition to the merit system, are used to reinforce positive behaviour:

- rewards of stars/smiley faces on work, on charts and in special books.
- use of certificates/special stickers for such things as listening, being kind, helpful, etc.
- commenting on a child's good behaviour to other children, teachers, parents.
- sharing achievements during Assembly.
- involving parents at an early stage to co-operate on an action plan.
- change in classroom organisation.
- using targets devised for the child e.g. remaining seated on a chair for a given length of time, putting
- a hand up to answer questions, remaining on task for a given period of time.

By using a positive system of rewards and reinforcing good behaviour, Ysgol Pant y Rhedyn fosters children's positive self-esteem.

Monitoring and Evaluation of the Policy

We monitor and evaluate data relating to matters of behaviour and discipline and are prepared to review and revise the policy when appropriate, in consultation with staff and governors.

YSGOL PANT Y RHEDYN

FACE UP TO IT FORM



Name: Class: Date:

Which Golden Rule I broke:

.....
.....

What I did against the Golden Rules:

.....
.....
.....
.....

How my behaviour has affected others:

.....
.....
.....

What I think I should do to put it right:

.....
.....
.....

Member of staff comments: (only completed if clarification is necessary)

Parent / carer comments:

When your child brings home a Face Up to It form we ask that you read the comments they have written and discuss their actions with them. Strong links with home help us in dealing with problems that arise and in promoting good behaviour. We would greatly appreciate your support through the re-enforcement of positive behaviour messages at home and through helping your child understand the consequences of their actions when they have behaved in an undesirable way. This form will be retained in a file for future reference.

Please return this form to school once you have made your comments.

YSGOL PANT Y RHEDYN

FACE UP TO IT FORM



Name..... Class..... Date

Which Golden Rule I broke:

We are gentle We don't hurt others	We are kind, polite and helpful We don't hurt anybody's feelings
We listen We don't interrupt	We are honest We don't cover up the truth
We work hard We don't waste our own or others' time	We look after property We don't waste or damage things

What I did to break the Golden Rules:

.....
.....
.....

Who I have hurt or upset:

.....
.....

What I think I should do to put it right.

Say sorry
Help the person
Tidy up

Remember not to do it again
Do something nice for the person
Write a note to say sorry

Something else:

.....

Member of staff comments (only completed if clarification is necessary)

Parent / carer comments

When your child brings home a Face Up to It form we ask that you read the comments they have written and discuss their actions with them. Strong links with home help us in dealing with problems that arise and in promoting good behaviour; we would greatly appreciate your support through the re-enforcement of positive behaviour messages at home and through helping your child understand the consequences of their actions when they have behaved in an undesirable way. This form will be retained in a file for future reference.

Please return the form to school once you have made your comments.

YSGOL PANT Y RHEDYN



FACE UP TO IT FORM

Name: Class: Date:

Your child has not conducted him/herself to the best of their ability in class during this week. They have been asked to complete this form to reflect on their effort and behaviour during their lessons in order that they will improve next week.

During lessons this week I have frequently:

Not finished my work	Wasted time during lessons	Not worked well with others
Behaved poorly in class	Not concentrated on my work	Produced careless and untidy work.
Not been listening to instructions	Been too talkative	Not worked to the best of my ability
Been rude to other pupils	Been disruptive in class	Distracted other pupils.

How my behaviour has affected me:

.....
.....
.....

How my behaviour has affected others:

.....
.....
.....

What I think I should do:

.....
.....
.....

Member of staff comments: (only completed if clarification is necessary)

Parent / carer comments:

When your child brings home a Classroom Conduct form we ask that you read the comments they have written and discuss their actions with them. Strong links with home help us in dealing with problems that arise and in promoting good behaviour. We would greatly appreciate your support through the re-enforcement of positive behaviour messages at home and through helping your child understand the consequences of their actions when they have behaved in an undesirable way. This form will be retained in a file for future reference.

Please return this form to school once you have made your comments.

PRIMARY HOME/SCHOOL AGREEMENT

NAME _____

I/We will do my/our best to:

- give every help and support to my/our child with his/her education;
- support my/our child with any activity set by the school including homework;
- attend parents' evenings and meetings arranged to discuss my/our child's development;
- ensure that my/our child attends school and does so punctually;
- ensure that my/our child conforms with the school's behaviour policy;
- encourage my/our child to develop respect for himself / herself and others.
- contact the school immediately in any case of absence.

Signed: _____
(Parent/Guardian)

- We will ensure that a broad and balance teaching programme is provided, which meets the requirements of the National Curriculum.
- Every effort will be made to ensure that your child works to the extent of his/her ability.
- Every effort will be made to prepare a safe and caring environment for your child.
- Regular homework will be provided according to the school's policy.
- The school will:
 - provide regular information,
 - provide regular information on the development of your child,
 - contact you immediately when there are concerns.
- The school will give immediate attention to any concerns you may have.

Signed: _____
(School)



To help me do well in school, I will do my best to:

- work hard in school;
- do my homework;
- attend school regularly and try to be punctual at all times;
- behave courteously and follow the school rules;
- show respect and care towards everybody.

Signed: _____
(Pupil)

GOLDEN RULES

- | | | |
|---------------------------------|---|--|
| We are gentle | • | We don't hurt others |
| We are kind, polite and helpful | • | We don't hurt anybody's feelings |
| We listen | • | We don't interrupt |
| We are honest | • | We don't cover up the truth |
| We work hard | • | We don't waste our own or others' time |
| We look after property | • | We don't waste or damage things |