

YSGOL GYMRAEG TEILO SANT



POSITIVE BEHAVIOUR POLICY

Introduction

At Ysgol Gymraeg Teilo Sant discipline is based on a behavior strategy that encourages positive attitudes towards behavior. The basis for the success of the policy is the emphasis on praising and rewarding good behavior and building a positive attitude. Pupils make decisions about their own behavior based on rules, rewards and consequences. Positive behavior is essential to school life because it allows and promotes successful learning and interpersonal relationships.

Unacceptable behavior and breaking discipline rules should not interfere with other children's rights to learn and develop. All staff, pupils and parents should be aware, involved and supportive of the School's Positive Behavior Policy and Discipline to enable success. The help and support of parents is essential. It is the responsibility of all staff to uphold this policy at all times.

1. Objectives

Our positive behavior and discipline policy aims to;

- Make the school environment interesting, enjoyable, safe and caring for pupils' nurturing and learning.
- Provide a structure that children, adults and parents are aware of what is expected of them and what structures are provided for rewarding good behavior and dealing with behavior problems
- Encourage all children to care and take care of each other.

We will work towards achieving these aims by:

- Develop and adopt mutual support between adults and children, children and children and adults and adults.
- Build self-esteem and self-worth by praising and rewarding good behavior and developing positive attitudes and relationships.
- Provide effective practices for effective learning.
- Develop strategies to promote good self-control and understanding of the outcome of their actions / behavior.
- Provide help and support when needed for any child who has difficulty managing their own behavior.
- Consider any disabilities or emotional developmental delay experienced by children or adults at school.

2. The standard of behavior expected at Ysgol Gymraeg Teilo Sant.

Children at the school are expected to;

- show respect for each other, staff and visitors
- respect each other's property and look after the school building and equipment
- behave well and be attentive in class
- walking (no running) when moving around the school
- avoid violence and revenge
- use polite and decent language
- not bring sharp and dangerous equipment, electrical equipment, jewelry and toys into school.

A deviation from these standards of conduct may constitute disciplinary proceedings under this Policy.

3. Bullying

Bullying is a serious breach of the Standards of Conduct and an offense to discipline. The school pays particular attention to identifying and preventing bullying in school, to dealing with it effectively if it does happen and educating the children that it is not tolerated in school. The school therefore has a separate Anti-Bullying Policy which addresses these issues.

4. Behavior outside the School context

The behavior of children outside school e.g. on school or sports trips, may be treated under this Policy as having occurred within the school. (Children are reminded that they represent the school and are expected to behave accordingly).

5. Responsibility of Staff

It is important for all staff to uphold the message about the school's expectations of positive and courteous behavior from everyone not just through their words but through their actions. Good behavior should be promoted consistently by:

- Taking responsibility for pupils' behavior in school and beyond on visits.
- Taking responsibility for all pupils, not just those in their class
- Sharing problems and successful strategies when dealing with individuals
- Following standards of common behavior.
- Always informing the Class Teacher or Headteacher of incidents or problems with a child
- Keeping parents informed through the Class Teacher or Headteacher
- Modelling positive behavior (eg emotional control, empathy etc.) and polite and respectful communication.

The actions, words and behavior of the staff all give important signals. They speak louder than any rule, punishment or reward of what the school discipline standards and ethos really are.

6. Pupil Contribution

All pupils have the opportunity to take part in discussions. This means that children can discuss with their peers and an adult. This also gives the children an opportunity to discuss their feelings. General issues of discipline and behavior can be raised by children with the School Council and therefore brought to the attention of staff and the Governing Body.

7. Partnership with Parents

Collaboration and partnership with parents is essential to the success of this policy. Parents will be advised of unacceptable behavior by their children in order to be involved in resolving any difficulties. The first point of contact between parents and the school is usually the child's Class Teacher. If the behavior continues, parents are invited to discuss the matter with the Class Teacher and / or Headteacher. The Headteacher may wish to arrange a Behavior Plan, Pastoral Care Plan with parents or other strategies (e.g. a period working on personal behavior targets or an opportunity to access appropriate interventions within the school). In more serious cases, outside agencies are contacted for help or advice and multi-agency meetings are arranged as needed.

8. Behavior Management and Discipline Actions.

At our school, we show our children how much we care about them by letting them know that good behavior is commended and rewarded and that bad behavior is unacceptable. We teach them that there is a real consequence of both good and unacceptable behavior. We make the children aware of the Standards of Behavior expected of them. In addition, within each class, the children will have agreed on rules and expectations of the class and be aware of the consequences of breaking them.

8.1 Positive Recognition and Commendation of Good Conduct

Positive recognition will include:

- Praise
- Stickers, class reward procedure (e.g. marbles)
- Certificate - star of the week.
- Positive communication with parents, notes etc.
- Special privileges
- Free choice
- Class points / rewards

Children are often sent to the Headteacher or another Class Teacher in recognition of good effort / behavior or good work.

8.2 Praise of Good Conduct

We believe that praise and encouragement is the most powerful reward. A child who feels valued by an adult in a community will grow in self-confidence and desire to succeed. The school operates strategies that encourage and promote positive behaviour and efforts (weekly certificates awarded). The Foundation Phase rewards pupils with stickers for individual achievement / behavior, a raffle ticket procedure and a whole class reward procedure with pupils contributing ideas for whole class awards. These procedures continue and develop up to Key Stage 2 and meet the developmental requirements of KS2 pupils. The school will operate in accordance with the principles of Growth Mindset and continue to praise pupils in appropriate situations such as recognition in the school assembly, in school reports and letters to parents. A weekly assembly is celebrated to celebrate pupils' achievements where pupils can be named for their work, behavior or achievements in other areas.

8.3 Responding to Unacceptable Behavior

Implementing a choice approach

The appropriate response when responding to unacceptable behavior will depend on a number of factors including the age of the children involved, their emotional development, their past behavior, their relationships with children and (often) the need for a prompt response to the situation. The Class Teacher and Headteacher have a wide choice on how to respond to any incident, but (in establishing what happened and deciding the consequences) will always try to be fair to the child (ren) and others who may be involved. If the unacceptable behavior is difficult and persistent the school will draw up an individual behavior plan. This plan will be carefully designed to meet the pupil's behavioral needs and include strategies to be followed by the pupil, parents and school staff.

8.4 Class Management.

Teachers are responsible for drawing up class rules and expectations with their children. The rules will include 3-5 rules decided upon by the children. These are prominently displayed in the classroom. They are reviewed termly and adjusted as necessary. The rules will be displayed in the pupil's language and indicate the expected behavior e.g. "We talk politely"

Class Teacher - Actions

Unacceptable behavior actions (given the emotional age and character and teacher's knowledge of the child) may include:

1. Discussion with the pupil about their behavior and time for consideration, including "time to pause", if applicable (see below)
2. Complete an Incident Record on Teacher Center for future reference and monitor patterns.
3. An oral apology or written apology to be completed by the child and passed to the person to whom he or she is apologizing following a remedial discussion looking at the effect of the

behavior on the target- and agreement on how redress should be made about the behavior. A safe and beneficial solution for all.

4. Give the pupils decisions to make wise choices in terms of situations e.g. you can share the ball sensibly or it will be taken away, the choice is up to you.

If these responses seem inadequate, the Class Teacher should refer the matter to the Headteacher.

8.5 Time to Pause

If there is an incident during a lesson the Class Teacher may choose to give the child "time to pause". This means giving the child the opportunity to be in a calming place e.g. a thinking mat / space or a pause for thought (space to think about positives not just negative) where he will sit away from other children in order to have time to think, consider his or her situation or calm down. When he feels ready, he can return to join in the activities and is expected to apologize to the Class Teacher, and to another child, if applicable.

In addition, the pause procedure can be used positively and as a space for pupils to have a moment to think if they have difficulty deciding or need to have a moment to think.

9. Headteacher's Actions

In the event of regular or serious unacceptable behavior the Headteacher will deal with the matter. A Class Teacher may refer the child to the Headteacher at any time. Children should only be sent to the Headteacher when the strategies outlined above have been tried but the behavior does not improve or the incident is so serious as to warrant immediate attention and immediate action.

The Headteacher has a wide choice of suitable actions to choose from. Examples of the Head's actions would be:

1. Meet the Class Teacher and the child to discuss the problems and behavior so far.
2. Give the child time to reflect on their behavior and discuss any occasions in which the school is involved.
3. A discussion or letter to parents explaining the situation and a warning from the Headteacher to the child about the next steps if the behavior does not improve.
4. Letter and meeting with parents at school to discuss their child's situation and agree the way forward.
5. Produce an Individual Behavior Plan / Pastoral Care
6. Liaise with external agencies when appropriate.
7. Fixed Term or Permanent Exclusion.

9.1 Loss of Privileges

Any lost privileges will be related to the behavior / event e.g. Unacceptable playtime events leading to a child being withdrawn.

Classroom events dealt with in class and an opportunity for pupils to choose to take responsibility for what happens next e.g. "You need to do _____ now or you will have to complete it at playtime / lunch. It's up to you."

9.2 Exclusions

A fixed or permanent exclusion is the ultimate consequence of unacceptable behavior and is usually (though not always) given when there are no other strategies left. It is expected to be rare in our school. When considering exclusion, the Headteacher will follow Welsh Government guidelines. A child is at risk of being excluded from our school for gross misconduct as the Headteacher believes that keeping the child in school is detrimental to the education and welfare of the child or others at the school.

9.3

A child may be excluded (depending on the circumstances) for behavior such as the following:

- Repeated acts of violence or aggression towards peers and / or staff
- Deliberate, persistent bullying
- Continued use of offensive language / verbal abuse
- Inappropriate sexual behavior
- Persistent verbal harassment or harassment due to race, color, ethnic background or disability
- Possession of illegal drugs
- Disregarding school rules creating danger to others

A fixed exclusion is usually 1-5 days depending on the severity of the incident and the child's previous record of behavior. A child may be permanently excluded for one misdemeanor misconduct even if his record is good and there are no previous specific exclusions. Examples of "one-off" unacceptable behaviors that could lead to such a harsh act would be serious violence, supplying illegal drugs at school or threatening to use a weapon.

10. Special Needs and Disability

The Class Teacher or Headteacher will consider any disability or additional learning needs of a child in disciplinary action. The implementation of any plans will e.g. Individual Behavior Plan monitored by Additional Learning Needs Co-ordinator and Class Teacher. Other staff involved (Teaching Assistants, Lunch Supervisors etc) will be informed of the targets set and strategies used to encourage the individual's emotional and behavioral development. If behavior does not improve, consideration will be given to moving on to School Action Plus and liaising with external agencies.

11. Specific Situations

11.1 Playground

The rules of the playground are:

- We show respect for people, property and the environment
- We look after each other and play safely
- We are polite, kind and friendly
- We apologize for accidentally hurting or hurting someone
- We follow instructions straight away
- We go to our lines as expected, as soon as we hear the bell.

Likely Consequences of Unacceptable Behavior

- “Time to Pause” on the playground
- Loss of playtime - a choice for the child - either or, it's up to you. (sitting in the building)

11.2 Wet / Indoor Play Time

There will be occasions when children will not be able to go out to the playground due to the weather.

During these periods:

- KS2 children must stay in the hall (but during COVID-19 regulations, KS2 to remain in classrooms) and the FP in classes.
- Children must not run around or misbehave
- Class teachers will provide quiet games, scrap paper and crayons etc, comics / books to read
- Class rules will apply.

11.3 Going in and out of the hall – Service

Children are expected to:

- Come in and out quietly
- Listen and not distract others.
- Put hands up to answer questions
- Sit on the floor in a sensible and acceptable manner

Likely Consequences of Unacceptable Behavior:

- Return to the playtime hall or practice getting in and out of the hall as a whole class

11.4 After School Clubs

We encourage children to participate in after-school clubs, but may be temporarily or permanently excluded from a club for misconduct at the club.

11.5 Physical Education / Swimming

Children are expected to work sensibly during lessons. They must listen carefully to the teachers' instructions and implement them. Safety rules must be adhered to at all times. If at any time a child is unable to act responsibly he / she may be excluded from exercise or swimming lessons.

11.6 School Trips

Before going on a trip, class teachers discuss with their classes what is expected of them in terms of behavior and organization. They will also remind the children to be polite and to promote the reputation of the school in the community. In the event of unacceptable behavior or the child's safety being compromised, the likely consequences would be:

- Inform parents
- A letter of apology to the setting written by the child

11.7 Monitoring, Evaluation and Review

The Headteacher is responsible for monitoring and evaluating this Policy and reporting to the Governing Body on an annual basis.

Covid –19

In cases of behavior that pose a direct danger to pupils or adults e.g. a pupil deliberately spitting, coughing or sneezing at a pupil or adult during the Covid 19 period the school will contact parents immediately to collect the pupil from the School as the act is a threat to the safety of others at the school. The School will follow the steps within the Welsh Government's "Exclusion from schools and pupil referral units" document. The period will depend on the severity and age of the pupil. On returning to school we will hold a support meeting to avoid a similar situation.

Signed on behalf of the Chair of Governors:

Date: _____