

# Ysgol Cynfran Positive Behaviour Policy



Policy Reviewed ...July 2017.....

Adopted by Governing Body.....July 2017.....

Chair of Governors.....Mr G Davies.....

## **1 Legal Framework (See Appendix 1)**

- 1.1** Every school must have a behaviour policy, including disciplinary measures, determined by the Head Teacher in the light of principles set by the Governing Body.
- 1.2** The policy must be designed to promote good behaviour and deter bad behaviour, including all forms of bullying.
- 1.3** The Governing Body must consult with a number of parties before making or revising their behaviour policy e.g. staff, parents, pupils, etc.
- 1.4** The policy must be publicised to school staff, pupil and parents.

## **2 Aims and expectations**

**2.1** It is a primary aim of Ysgol Cynfran that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

**2.2** The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

**2.3** The school expects every member of the school community to behave in a considerate way towards others.

**2.4** We treat **all** children fairly and apply this behaviour policy in a consistent way.

**2.5** We recognise that this positive behaviour policy and the practice it supports needs to be responsive to individual needs. The school believes that our response to children who have additional needs relating to a disability must take into account the legislation of the Disability Discrimination Act 2001. School must not discriminate against disabled pupils and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible.

**2.6** This policy aims to help children become positive, responsible and increasingly independent members of the school community.

**2.7** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour.

### **3 Rewards and consequences**

**3.1** We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- We nominate children from each class to be included in the “Good Book” which is kept on display. Certificates are awarded and presented weekly. Parents are also informed in the weekly newsletter of children who are nominated as Seren Y Wythnos from each class. These children receive a certificate in our weekly ‘Celebration Assembly’
- Pupils are placed in one of three ‘Houses’ – Glyndwr, Llys, Marian. For general achievement in work, good behaviour, kindness, manners, etc house points will be awarded. The points are totalled each week and the results shared with the pupils.
- Teachers may also have additional reward systems, appropriate to their class.
- All classes have an opportunity to lead an assembly where they are able to show examples of their work.
- Pupils that consistently follow school rules over a period of time i.e. over half a term will participate in a whole school reward and receive a certificate.

**3.2** In the Celebration Assembly we acknowledge the efforts and achievements of children, both in and out of school.

**3.3** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Staff are advised to:

- Make it clear that they are condemning the behaviour and not the person;
- Avoid early escalation to severe sanctions, reserving them for the most serious misbehaviour;
- Avoid whole group sanctions that punish the innocent as well as the guilty;
- Use sanctions in a calm and controlled manner;
- Encourage pupils to reflect on the effects of the misbehaviour on others.
- Attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

#### **Agreed sanctions:**

1. Junior aged children:
2. Disruptive behaviour in class or unsatisfactory work – verbal warning.
3. Continuous disruption or unsatisfactory work following a warning: name on board – 5 minutes lost play.
4. Continuous disruption or unsatisfactory work following the last strike – strike next to their names -10 minutes lost play

5. Continuous disruption or unsatisfactory work following the last strike – second strike next to their name – 15 minutes lost play
6. Continuous disruption or unsatisfactory work following the last strike – white card – 2 days lost play.
7. Swearing, hitting or fighting – white card – 2 days lost play
8. Foundation aged children:
9. Disruptive behaviour in class or unsatisfactory work – verbal warning – giving the opportunity to change their behaviour
10. Continuous disruption or unsatisfactory work following a warning – move pupil's name to Amber – 10 minutes lost play
11. Continuous disruption or unsatisfactory work following the movement to amber – move name to Red – letter home to parents and lost play (the following day)
12. Swearing, hitting or fighting – move name to Red - letter home to parents and lost play (the following day)

**3.4** If a pupil frequently breaks school rules and / or persistently fails to follow instructions the Headteacher may decide to exclude the pupil under a fixed term temporary exclusion. Other reasons for such an exclusion (in accordance with Conwy Education Authority policy) might include:

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse/threatening behaviour against a pupil.
- Verbal abuse/threatening behaviour against an adult.
- Bullying.
- Racist abuse.
- Sexual misconduct.
- Damage.
- Theft.

**3.5** The Teacher discusses the school rules with each class. Each class has a set of school rules / rewards and consequences displayed on the wall of the classroom. Rules, routines, etc are to be discussed and clarified at the beginning of each term. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the Teacher discusses these with the whole class during class chats, circle time, PSE, etc.

**3.6** We do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. (See Anti Bullying Policy)

## **4 The role of the Teacher**

**4.1** It is the responsibility of Teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

**4.2** The Teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

**4.3** The Teacher treats each child fairly, and enforces the School rules consistently. The Teachers treat all children in their classes with respect and understanding.

**4.4** In the first instance, the Teacher deals with incidents him/herself in the normal manner. However, if persistent 'More Serious' misbehaviour continues or a child exhibits 'Totally Unacceptable' misbehaviour, the Teacher or Teaching Assistant will keep a record in the Incident Book.

**4.5** The Teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The Teacher may, for example, discuss the needs of a child with the education social worker or LA Social inclusion Service.

**4.6** The Teacher reports to Parents about the progress of each child in their class, in line with the whole-school policy. The Teacher may also contact a Parent if there are concerns about the behaviour or welfare of a child.

## **5 The role of the Headteacher**

**5.1** It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

**5.2** The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

**5.3** The Headteacher, with the support of all staff, keeps records of all reported 'Totally Unacceptable' incidents of misbehaviour.

**5.4** The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school Governors have been notified.

**5.5** The Headteacher will call a meeting with Parents and external agencies if felt appropriate to aid families where they may feel they need help coping with a situation.

## **6 The Role of Parents**

**6.1** The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

**6.2** We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

**6.3** If we have to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Headteacher, and finally the school Governors. If these discussions cannot resolve the problem, a formal complaints process can be implemented.

## **7 The role of Governors**

**7.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.

**7.2** The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **8 Fixed-term and permanent exclusions**

**8.1** We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the 'Exclusions from Schools and Pupil Referral Units' Document 171/2015 guidance. We refer to this guidance in any decision to exclude a child from school.

**8.2** Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently.

**8.3** If the Headteacher excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the Parents that they can, if they wish, appeal against the decision to the governing body. The school informs the Parents how to make any such appeal.

**8.4** The Headteacher informs the LA and the governing body about any fixed term and permanent exclusions.

**8.5** The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

**8.6** The governing body can appoint three Governors on to a discipline panel which considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by Parents and the LA, and consider whether the child should be reinstated. If the Governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

## **9 Monitoring and review**

**9.1** The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**9.2** We keep a variety of records concerning incidents of misbehaviour. We also keep a record of any incidents requiring medical attention that occur at break or lunchtimes: lunchtime supervisors give verbal details of serious incidents to Class Teachers.

**9.3** The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

**9.4** It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality to ensure that no child is treated unfairly because of race or ethnic background.

**9.5** The governing body reviews this policy every five years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **10 Consultation Process**

In order to produce an effective policy which meets the needs of the whole community the following groups have been consulted:

- Pupils
- All School Staff
- Parents
- Governors
- Conwy LEA Social Inclusion Service