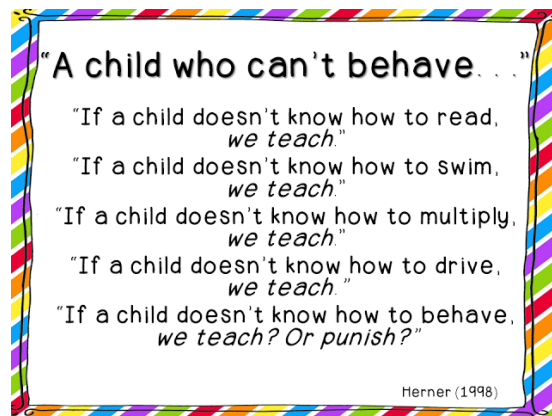


Ysgol Babanod Mochdre & Ysgol Cystennin

Behaviour Policy & Guidance



This policy is to be reviewed ANNUALLY

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Behaviour Policy

"...when a positive learning culture is created, the children will learn better..."

(‘Practical Approaches to Behaviour Management’ – Welsh Government)

Our Aims

We aim to provide a happy, caring and inclusive environment where children strive to be the best that they can be.

We want to make learning exciting and appealing, so that our children come to school happy and eager to learn.

Our curriculum will engage and excite, but also provide challenge, which will allow our children to concentrate, persevere, take risks, make mistakes and importantly, learn from those mistakes.

Our school motto provides every member of our school family with the drive and ambition to do the very best for our pupils – by being the best versions of ourselves, we bring out the best in others.

Our high expectations will allow our children to flourish and shine.

Our vision is that children leave school with:

- ◆ A passion for learning and inquisitive minds,
- ◆ Moral values, tolerance and mutual respect,
- ◆ High self-esteem founded on a sense of resilience, determination and aspiration to achieve,
- ◆ The skills needed to prepare them for the future and their life-long learning journey.

Promoting positive behaviour is a key element to fulfilling our aims.

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Why do we need a policy?

Good behaviour is necessary for effective learning and teaching to take place. We expect all children to behave in a way that makes it possible for all learners to learn, and all teachers to teach. By developing a whole school code of conduct, which is communicated to all members of the school community, we are developing a culture which reflects our aims and allows ALL to be our best.

Who sees this policy?

This policy will be shared with governors, staff, parents and pupils. It will be available on request from the School office.

When will the policy be changed?

The policy will be reviewed annually by staff and Governors, and updated/changed as necessary. Through the School Council, and Parental Questionnaires, parents and pupils will be consulted.

Who is responsible for implementing this policy?

Each member of staff and each pupil have a responsibility to promote good behaviour around the school. Our primary aim is to celebrate success and endorse positive behaviour, however, this does not mean ignoring disruptive behaviour. To ignore unacceptable behaviour is to condone it, therefore all members of staff have a duty to positively manage any disruptive behaviour that occurs.

Roles and responsibilities of the Headteacher

- Model the expected behaviour as laid out in the policy consistently.
- Support all staff in the implementation of the policy.
- Monitor the implementation of the policy and address issues that arise which may not be conducive to our positive school environment and in turn the content of this policy.
- Keep well-documented records of all incidents of unacceptable behaviour.
- Ensure the health, safety and well-being of all pupils and staff.

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- Ensure an open and approachable line of communication with parents/carers, so that any dealings of unacceptable behaviour can be managed positively, in partnership together.
- To recognise own training needs, and attend relevant courses in order to keep abreast with new behaviour management strategies and techniques that may benefit the school as a whole.
- Report to Governors on the effectiveness of this policy as requested.

Only the Headteacher has the responsibility for giving in-house or fixed-term exclusions to any child showing an act of unacceptable behaviour.

Only the Headteacher has the responsibility for permanently excluding a child for persistent acts of unacceptable behaviour, or an extremely serious offence which has caused damage to property or injury to staff or other pupils.

In the absence of the Headteacher, a designated teacher will step-up to the responsibility. This will be done in agreement with the Governing Body.

'Exclusion' is usually the 'last resort' following significant support from the school and input from external agencies. There may be very rare occurrences where dangerous behaviour could result in immediate exclusion. The Governors are notified of the course of action, and advise as necessary.

Roles and responsibilities of Staff

- Be a positive role-model, showing a courteous manner at all times.
- Support each other in implementing the policy.
- Ask for support should there be any concerns or difficulties.
- Keep a log of all incidents of unacceptable behaviour.
- Ensure all lessons are organised and well-planned, so that all pupils are engaged in their learning, and opportunities for misbehaviour are minimal.
- Ensure high expectations of all pupils.
- Praise/reward positive behaviour promptly and regularly.
- Deal calmly with any incident of unacceptable behaviour, avoiding sarcastic comments and shouting.

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- Give opportunities for pupils to develop social skills, so that they learn to listen, to listen to each other and learn how to respond appropriately.
- Give opportunities to instil life-long values that will enable pupils to become active and caring members of the community.
- Develop a respectful relationship with parents/carers.

Roles and responsibilities of Pupils

- To be a good role-model.
- To make the right choices.
- To take responsibility for their own actions.
- To work together and support each other.
- To enjoy learning, and let others learn without distraction.
- To behave in a way that keeps themselves and others safe.
- To behave in a respectful manner.
- To behave in such a way that ensures all members of our school are happy.

Roles and responsibilities of School Governors

- Support the school with the implementation of the policy
- To offer advice to the Headteacher so that an informed judgement can be made when dealing with any behaviour issues.

Promoting good behaviour requires a team approach, and an effective relationship with parents/carers is vital. The school adopts many strategies to involve parents in the life of the school so that a positive relationship can be maintained. Parents have a significant responsibility in promoting good behaviour and by including them in our policy, we are widening the support network for our pupils.

("Children See, Children Do – make your influence positive" – YouTube clip NOT APPROPRIATE FOR PUPIL VIEWING)

Roles and responsibilities of Parents/Carers

- To behave respectfully towards others on school premises and around the school gates.

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- To air concerns politely and in person to the Headteacher, in the first instance.
- To attend parent's evening sessions to discuss their child's progress.
- To demonstrate a responsible attitude when responding to reports of unacceptable behaviour – listen to all accounts before making judgements.
- To accept support, should the school identify any concerns relating to your child's behaviour.

There should be a common understanding and agreement between parents, pupils and staff, that attendance on trips or other special event is a privilege and not an automatic right. If a pupil's behaviour has been consistently unacceptable, despite positive efforts from the school, then they will not be accepted on the trip.

The school reserves the right to withdraw a child from attending a trip, at any time should their behaviour not conform to the expectations laid out in this policy.

How will we implement this policy? *(See appendices for full guidance).*

The general ethos of a class should always emphasise positive behaviour.

Successful implementation of the policy relies on consistency in approach from all staff *(See appendices).*

All staff should give clear and concise directions so that misunderstandings do not arise.

Staff should be calm and fair in their management of pupil behaviour.

Who does this policy apply to?

The content of this policy applies to ALL children. We are an inclusive school and ensure that all children access a broad and balanced curriculum, and are fully included in the life of the school.

However, we also recognise that some pupils have additional needs, whether

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this may be with learning or social development. Differentiation of work is required when it is noticed that pupils need additional learning support. Should there be concerns surrounding a pupil's behaviour, it may be appropriate to use additional measures in order to support them. This may be in the form of an Individual Behaviour Plan which will be formulated with the pupil, with support from parents and Outside Agencies (*See Additional Learning Needs Policy for further information*).

The behavioural progress of those with additional needs will be carefully and regularly monitored by classteachers and the Headteacher.

How is the implementation of this policy monitored?

The effectiveness of the school's behaviour policy is evident as soon as anyone enters the school building, as a positive ethos permeates throughout. This in itself is a form of monitoring.

The Headteacher informally evaluates its implementation on a daily basis, in addition to the following methods:

- ◆ Daily behaviour-log checking.
- ◆ Weekly monitoring of behaviour through reward systems, such as dojo points etc
- ◆ Tracking progress of pupils on IBPs fortnightly, if relevant
- ◆ Governor Learning Walks
- ◆ Regular feedback at Governor Meetings
- ◆ Lesson Observations

Which other policies relate to our 'Behaviour Policy'?

- ◆ Anti-bullying Policy
- ◆ Restrictive Physical Intervention Policy
- ◆ Additional Learning Needs Policy
- ◆ Equal Opportunities and Race Equality policies

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Guidance for developing a Positive Learning Environment

Appendix 1

- Greet pupils with a smile
- Start dialogue positively
- Meet children at the class door ~ set a positive, calm tone as they enter your class.
- Be prepared ~ have tasks/resources ready for all pupils, to minimize any 'waiting time'.
- Deal with misbehavior positively - to ignore it is to condone it
- Be a positive role-model in the way that you speak, behave, dress etc.
- Model our 'values'
- Build positive relationships with children – take an interest in what they say – make time!
- Every day is a new day....every lesson is a new lesson....etc. Don't bear a grudge.
- Treat all pupils fairly and equally – show consistency.

Both schools have a clear set of values within each class:

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Be Gentle	Ready
Be Kind	Responsible
Be Polite	Respectful
Be a Good listener	Resilient
Be your best!	

Through all that we do within the classes and around the school, we ensure the children have a clear understanding of our words and what they mean in all areas of school life and also out in the community.

Before the start of each lesson, the teacher must give clear instructions/directions which the children in the class are able to follow. This will be done using strategies such as 'Light up your Learning' / 'Learning Challenge' and will be referred to throughout sessions to ensure pupils understand what is expected of them. These instructions will differ and be appropriate to the type of activity to be undertaken. On occasions, pupils who have experienced trauma or similar, will have less academic demands placed upon them in order to support their emotional well-being until they are 'regulated and 'ready to learn.'

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Guidance for rewarding positive behaviour

Appendix 2

Positive recognition should be awarded to those abiding by our school values and demonstrating their best. The following methods of rewards are used flexibly in all classes:

- ◆ Class Dojo – the school’s main platform for communicating with parents. Class Dojo is linked to our values and pupils awarded points for demonstrating hard work and keeping to our values.
- ◆ A smile / High Five / Thumbs up
- ◆ Sincere verbal praise, which is specific to the behaviour (*i.e. “I really like that Tom. You put your hand up. Well done!”*)
- ◆ Stickers
- ◆ Certificates / Notes Home
- ◆ A visit to the Headteacher with their work / or to explain good behaviour
- ◆ Celebration Assembly award (**Pre-covid – virtual assemblies*)
- ◆ Work put up on display
- ◆ Hot Chocolate with the Head / Milkshake with Miss (**Pre-covid*)

This is not an exhaustive list, and staff may also offer alternative rewards within their own classes i.e. give pupils responsibility as a ‘class helper’ etc.

Guidance for dealing with unacceptable behaviour:

When dealing with issues, aim to:

- ◆ Speak calmly, without shouting
- ◆ Be clear and concise when explaining what you are not happy about
- ◆ Target the behaviour, not the child
- ◆ Avoid confrontation
- ◆ Listen: Establish the facts on both sides - *each child needs a voice*
- ◆ Judge only when certain
- ◆ Use punishment sparingly
- ◆ Seek advice/support from other members of staff if the situation is escalating.
- ◆ Refer to the KiVa process

Consequences to be issued if necessary:

- ◆ An assertive reminder of the instruction i.e. *“The instruction is....”*
- ◆ A second reminder of the instructions – phrased differently this time if the first time had no effect i.e. *“Thank you for not kicking me this time. Let’s keep our feet still whilst we get ready to talk”* etc
- ◆ A record of the incident is noted.
- ◆ Restorative meeting*, which would be conducted by the class teacher at the next available break time (See Appendix 3)
- ◆ Loss of privilege i.e. dojo points; time off playtime etc
- ◆ A calming down session in the Snug / Wonder Room or other quiet space with 1:1 TAs or another available member of staff.
- ◆ For severe misbehavior, such as damaging property / hurting or attempting to hurt others, Headteacher to be called immediately. Phonecall to parents.

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- ◆ Parents called and meetings arranged if there is continuous poor behaviour over time. Individual Plans in place and reviewed regularly with parents (See Appendix 4)
- ◆ Referral to external agencies in order to escalate the support network for the pupil and the school.

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What is a Restorative Meeting?

Appendix 3

A Restorative Meeting is held between the teacher and the pupil after something has gone wrong. The purpose of the meeting is not to hold blame or discipline, but rather to encourage the pupil to take responsibility for their behaviour by thinking through their actions.

'In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they're going to pay for it – for instance, by sending them out of the classroom if they're disrupting the lesson,' says Chris Straker, a former headteacher and interim Chief Executive Officer of the [Restorative Justice Council](#).

'The problem with this system is that children don't learn about the responsibility they had in that situation and how it affected other people, because an adult has intervened and told them what they've done wrong.'

Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better.

'It's all about developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their behaviour,' Chris says.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- **What happened?**
- **What were you thinking and feeling at the time?**
- **What have you thought about it since?**
- **Who has been affected and in what way?**
- **How could things have been done differently?**
- **What do you think needs to happen to make things right?**

For example, Max has hurt Sam in the playground. They sit down together with a teacher, who helps Max think through the above questions:

- *What happened? 'I tripped Sam up in the playground.'*
- *What were you thinking and feeling at the time? 'I was angry because he laughed when I fell over playing football.'*
- *What have you thought about it since? 'I'm still cross that he laughed but I feel bad that he got hurt.'*
- *Who has been affected and in what way? 'Sam grazed his knees and it made him cry. He had to stop playing football because it hurt too much.'*

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- How could things have been done differently? *'I could have told Sam that I was angry that he laughed at me and asked him not to. I could have walked away and found someone else to play with.'*
- What do you think needs to happen to make things right? *'I need to say sorry to Sam and try not to lose my temper next time.'*

Sam is also asked the same set of questions. This helps him identify his part in what happened, and communicate how Max's actions affected him.

In another situation, Joanne was continually chatting and distracting the children on her table during a [maths](#) lesson. After the lesson, the teacher asks:

- What happened? *'I was talking too much in maths.'*
- What were you thinking and feeling at the time? *'I was bored because I don't like maths.'*
- What have you thought about it since? *'I'm sorry I disturbed the class but I didn't understand the work.'*
- Who has been affected and in what way? *'I stopped my friends from doing their work and I made you [the teacher] cross because you had to keep stopping to tell me off.'*
- How could things have been done differently? *'I could have put my hand up and asked you to explain the problem to me.'*
- What do you think needs to happen to make things right? *'I need to say sorry and ask you to show me how to do the work.'*
- 'Exactly what restorative practice looks like will depend on the children's age; for example, with very young children, teachers might use puppets to encourage them to talk about their feelings in a safe way,' says Chris.

'The important thing is that you're not pointing the finger of blame, so children don't get defensive.'

Restorative practices in schools have a number of proven benefits. Children show:

- Improved positivity, [resilience](#) and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right.

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1. What happened?

2. What were you thinking about at the time?
How did it make you feel?

3. What have your thoughts been since the incident?

4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

5. What do you need to do to put things right?

Example of a Restorative Script to use with a pupil that has made the wrong choice.

Example of a script to use in a Restorative meeting with a pupil/member of staff that has been affected by another pupil's actions.

****Please note these are not the forms to use if there is an alleged bullying incident – refer to KiVa process for this.***

1. What happened?

2. What were you thinking about at the time?
How did it make you feel?

3. What have your thoughts been since the incident?

4. How have you been affected by this?

5. What would you like to see happen to put things right?

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Responding to Individual Behaviour Needs

Appendix 4

Individual Behaviour Plans

If a child displays regular difficulties with their behaviour, an Individual Behaviour Plan will be drawn up. The IBP should be written by the Class teacher and the child, with support from parents. All members of staff should be aware of who has an IBP and of their content, so that there is a whole-school consistency in the delivery of the IBP targets, rewards and consequences.

All IBPs are to be reviewed regularly every half term.

Individual Reactive Strategy

A pupil that displays persistent challenging behaviour may benefit from an individualised plan. This plan is put in place once the challenging behaviour is identified, and outlines a clear strategy of how to respond if that behaviour occurs. Its aim is not to solve a problem, but to offer staff safe and effective control over a challenging situation. An IRS should not be used alone, but rather as a 'last resort' once all other positive behaviour management techniques are exhausted.

*(*In rare and extreme cases, strategies from the IRS may be the 'only resort')*

An IRS will be drawn up by the Headteacher in consultation with Social Inclusion Services. Parents should agree to the strategies outlined in the IRS.

Restrictive Physical Intervention

This can entail the use of 'force' in two ways – to 'control' pupils or to 'restrain' them.

The Welsh Government summarises the use of 'force' as:

“Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil’s path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).

When members of staff use “restraint” they physically prevent a pupil from continuing what they were doing after they have been told to stop.

Restraint techniques are usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.”

Physical Restraint should be avoided if at all possible, and only carried out should the child pose a threat to their own safety, or that of others.

Use of restraint should be recorded on an Incident Form immediately.

PLEASE REFER TO THE SCHOOL'S 'RESTRICTIVE PHYSICAL INTERVENTION POLICY' for more guidance