

Ysgol Llanddulas



Behaviour Policy 2022-25

Purpose

‘Good behavior is a necessary condition for effective teaching to take place’. (Education observed 5 – DES 1987)

At Ysgol Llanddulas we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential, emotionally, socially and intellectually. We believe everyone in the school community has rights when in the school. These are:

- A right to learn
- A right to teach.
- A right to respect.
- A right to safety.

The primary aim of our behaviour policy is to promote good behaviour and celebrate success. We have clear school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour. (See Appendix I ‘Rewards and Consequences’)

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

Roles and responsibilities of Curriculum Leader/Headteacher

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary.
- Be aware of and understand his/her rights and responsibilities (see Appendix II).

The Headteacher has the responsibility for giving in-house or fixed-term exclusions to individual children for serious acts of misbehaviour. The Headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

Roles and responsibilities of other staff

- Give opportunities to develop interpersonal and social skills.
- Offer a curriculum that enables pupils to engage.
- Give the opportunity to work in groups.
- Make sure that pupils listen and are listened to and value others.
- Help pupils to gain the ability to make choices about their behaviour.
- Help pupils to be confident about their learning and enjoy it.
- Help pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model.
- Reward/praise positive behaviour.
- Use the behaviour log when necessary.
- Ensure the pupils in their class know the class and school rules.
- Inform parents about their child’s welfare or behaviour and, where necessary, work along side parents.
- Be aware of and understand their rights and responsibilities (see Appendix II).

Roles and responsibilities of pupils

- Respect and care for others.
- Listen to others.
- Learn/work co-operatively.
- Obey the school rules and follow directions.
- Resolve disputes positively.
- Value and take responsibility of the environment.
- When necessary carry out self-monitoring.
- Be aware of and understand their rights and responsibilities (see Appendix II).
- Be aware of their own emotions and actions and take responsibility for these.

Roles and responsibilities of the Governing Body

- Support the school in the implementation of the policy.
- Give advice, when necessary, to the Headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues.
- Review the effectiveness of the policy.

Implementation

See appendices.

Equal Opportunities

All children have access to a broad and balanced curriculum. The curriculum will be differentiated appropriately to meet the diverse needs of all children. All children have the right to be included in the life of the school on a social, locational and functional basis. (see Equal Opportunities and Race Equality policies for further information)

Additional Learning Needs

Pupils recognised as having additional learning needs are given close attention. When monitoring these children's progress, less weight will be given to the standard of their written work, and other evidence of progress will be looked for and recorded. In the teaching and learning of more able and talented children staff will support and guide the pupils to extend, challenge and enrich their thinking, understanding, skills and knowledge through differentiated tasks.

Arrangements for policy monitoring and evaluation

The effectiveness of this policy will be regularly monitored by the Headteacher

- Incident Book collected every week, behaviours tracked, positive behaviours celebrated in Celebration Service and negative behaviours result in loss playtime or consequences. (see Appendix 1 – Rewards and Consequences)

Trips

Attendance on school trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable and they have regularly reached stage 4 of the sanctions procedures, they will not be accepted on a trip.

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.

Review

The policy will be reviewed in line with the school's review cycle. However, the Governors may review the policy earlier if the Governing Body receives recommendations on how the policy might be improved.

Policy status

Statutory with Annual Review

Consultation

This policy was established and reviewed by the all school staff in consultation with the governing body.

APPENDIX I - Rewards and Consequences

Rewards:

To reinforce good work/learning, behaviour and attitude we use:-

- Verbal praise.
- Learners of the Week / Workers of the Week recognised in Celebration Service
- Name put forward for Plenty Perfaith Award
- Weekly merit certificate given out during Celebration Service.
- Pupil's work is displayed throughout the school.
- Children sent to Head teacher to show their work.
- Individual classes aim to work together for a whole class reward.
- Classes highlighted and congratulated in Celebration Service

Procedures and Consequences:

Foundation Phase: Traffic light system.

- Traffic lights are displayed in class.
- All names are on green spot at beginning of the day.
- Pupils are given two warnings.
- If they persist they are placed on yellow spot.
- If they persist again then they are placed on red spot and are taken to see the headteacher.
- Miss playtime as a consequence.
- If behaviour improves then child can put name back on green.
- Begin the next day back on green.



Key Stage 2

- Good to be Green behaviour charts displayed in all classes
- Blue – Stop and Think
- Yellow Card – Warning
- Red – Loss of Play or sent to headteacher
- Loss of table points
- Sent to headteacher



APPENDIX II – Rights and Responsibilities

Staff

| Rights | Responsibilities |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To be supported by peers, SMT and County Behaviour Support. | To ask for support when needed. To offer support to peers and SMT. |
| To be listened to. To share opinions. | To listen to others. To give opinions in a constructive manner. |
| To be treated courteously by all others in the school community. | To model courteous behaviour. To recognise and acknowledge positive behaviour in others. |
| To be made fully aware of the school's system, policies, expectations. | To seek information and use lines of communication. |
| To receive appropriate training to increase skills and knowledge in behaviour management. | To support others in their skills and knowledge in promoting positive behaviour. To acknowledge areas of own behaviour management skills and knowledge that could be developed. To try/use and evaluate new approaches. |

Pupils

| Rights | Responsibilities |
|-----------------------------|-------------------------------------------------------------------------------------|
| To be treated with respect. | To behave respectfully towards others. |
| To be safe. | To behave in a way that keeps others and self safe. |
| To learn. | To be willing to learn. To allow others to learn. To attend school regularly. |
| To make mistakes. | To own mistakes and learn from them. To allow others to make mistakes. |
| To be listened to. | To give opinions in a constructive manner. To listen to others. |

Parents/Carers

| Rights | Responsibilities |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To be treated with respect. | To behave respectfully towards others. |
| To be kept informed about their child's progress. | To talk to teachers if they have any concerns. To talk to their child about what he/she does in school. To ensure their child attends school regularly. |
| To be listened to. | To listen to others. |
| To have access to information on the school's procedures for positive behaviour. | To acknowledge/respond to information and share concerns. |
| To have concerns taken seriously. | To share concerns constructively. |

APPENDIX III – Procedures

Stage 1

Persistent behaviour over a few weeks – parents contacted informing them of concerns

Stage 2

Continued negative behaviour – Letter sent to parents inviting them to a meeting with Headteacher and Class teacher

Stage 3

Work with parents to make an initial referral to Social Inclusion / Outreach for initial observations, advice and support.

Extreme Clause Behaviour

Phone call/letter home

In-house exclusion

Meeting with School Police Liaison Officer (agreed with parent/guardian)

Individual Behaviour Plans

If a child displays regular difficulties with their behaviour, Individual Behaviour Plans are drawn up. These are written by the Class teacher and the child. They are reviewed regularly every half term.