

Ysgol Rhos Helyg Behaviour Policy 2024



Behaviour Management Policy

Ysgol Rhos Helyg

Policy Vision Statement

At Ysgol Rhos Helyg we believe that each member of our community has the right to work and learn in an inspiring, calm and safe environment. Working in partnership, we will strive each day to create an atmosphere which is happy and positive and where children and adults experience the kind of security that is needed if they are to participate and learn. We will be kind and courteous and collaborate in setting high expectations of each other in order to fulfil our school motto of 'Nurture, Grow, Achieve.'

Policy Aims

- To work effectively both as individuals and as members of a group and community and to do so in partnership with all stakeholders.
- To develop a learning environment where children are productive and are provided with lively, stimulating and rigorous teaching.
- To develop self-respect and respect for others by encouraging and nurturing positive relationships.
- To develop in all the qualities of flexibility, perseverance and reliability and to gain a sense of responsibility.
- To involve pupils in formulating the codes of behaviour of our school which reflect the rights and responsibilities of everyone in our school community.
- To create a safe and caring place in which the rights of all children to learn and all teachers to teach are supported and protected.

We aim to achieve this by:

- Setting high expectations through the employment of **clear** and **consistent** systems and routines
- Teaching, modelling and promoting positive relationships and behaviour throughout the whole curriculum
- Creating strong links with the home and the wider community so that an ethos of positive team work is created

- Developing good relationships with parents by keeping them well informed and by providing a welcoming atmosphere which encourages parental involvement
- Celebrating achievement
- Using a consistent system of rewards and sanctions
- Dealing with unacceptable behaviour in a reasonable and non-confrontational manner and according to the school policy.
- Involving pupils in developing codes of conduct and Class Vision Statements
- Tracking behaviour through the use of class files where incidents are recorded and carefully monitored.
- Using vehicles such as School Council and Class Council to involve pupils in the decision making process.
- Expecting that each stakeholder follows the policy to ensure a happy and healthy environment for all.

Statement of Entitlement

All children and adults are welcome at our school and it is our expectation that everyone is treated equally regardless of age, race, gender, religion or nationality.

School Code of Conduct

Pupils and staff are expected to follow the code of conduct at all times. Our agreed rules for behaviour around the school and in class are as follows:

- Be kind and respectful to each other
- Always do your best
- Listen to and follow instructions
- Treat everything in our school with care and respect
- Allow others to work and play happily

A copy of the Code of Conduct should be displayed in each class in a place where all children can see them.

Each class will also display their own Vision Statement which reflects the ethos of the learning environment. The Vision Statement will be developed by the pupils with the aid of their class teacher.

A System of Rewards and Sanctions

In order to promote and celebrate good behaviour a system of rewards is in place throughout the school. Rewards are given when children follow the Code of Conduct and display positive behaviours. Rewards include:

- Verbal praise from all members of staff, including peer praise
- Non-verbal praise e.g. thumbs up, smiles
- Stickers and stars from all members of staff including Lunchtime Supervisors
- Written praise and feedback in books
- Star of the Week certificate
- Siarad Cymraeg award
- Praise from the Headteacher and visiting the headteacher with good news and good examples of work
- Being sent to another class to show work
- Individual tokens – these may be given to individuals by all staff members
- Praise Wall in each class – sections of the wall may be awarded by any staff member for a collective effort on behalf of the class

When behaviour is inappropriate and children do not take responsibility for the choices they make then it is necessary to implement a system of sanctions. The hierarchy of sanctions helps to define boundaries and place limits on inappropriate behaviour. They are:

- Remind pupils of the Code of Conduct
- Warning
- Use of the traffic light system which then relates to the sanctions below. A child who demonstrates any 'amber' or 'red' behaviour will have their name moved to this spot on the class wall for an agreed amount of time. The issue will be discussed with the child and appropriate sanctions given. Regardless of the behaviour shown, each child will begin a new day on 'green'. The system can be used by any member of staff regardless of whether they work in a classroom. This will help to reinforce expectations during break times and is a useful system to ensure consistency when the class teacher is absent. A list of amber and red behaviours is given in appendix 2.
- Time out in class up to 10 minutes – this involves being moved to another part of the class but to continue with tasks
- Miss a playtime – varying amounts of playtime will be missed depending on the severity of the inappropriate behaviour. This will be explained to the pupil in question. In very cold weather pupils should walk around the yard with the teacher on duty. In warmer conditions, they will sit on the time-out bench with a timer. In extreme situations, pupils may spend some of there lunchtime in a

classroom to calm down or as part of an agreed Structured Playtime. An adult must be present at all times.

- Inform parents if the incident warrants recording in the behaviour file.
- Inform Deputy Head
- Inform Headteacher

Inappropriate and persistent behaviour will be tracked and parents will be informed. When a pupil continues to behave in an inappropriate manner other sanctions and incentives e.g. sticker chart, report card (need to be agreed between the teacher, pupil, parents and possibly the Headteacher.) At this point, an IBP may also be required and the ANCO should be informed. Pupils must be involved in writing and reviewing the targets on their IBP.

Use of Class Behaviour File

Each class has a Behaviour File in order to record incidents of unacceptable behaviour. This enables staff and senior management to identify patterns of unacceptable behaviour and in turn to support pupils in the most appropriate manner allowing them to modify their behaviour and get back on track. If further action is required, a complete record will also aid discussion with parents and outside agencies if appropriate. The pupil should be made aware of the record being made and parents should be notified. The incident, along with how the parent/carer was notified, should be recorded in the appropriate section as soon as possible so that the file is kept up-to-date. This should be a record of serious incidents and should not be used habitually for recording low-level indiscretions. The behaviour file will be monitored by senior management staff on a half-termly basis.

Severe Clause

Behaviour which is considered dangerous or abusive will be dealt with directly by the headteacher and in accordance with Local Authority guidelines. Such behaviour may result in exclusion. (See Local Authority Behaviour Policy for guidelines in such cases.)

Caring for our School Environment

We believe that respect and care for our school environment is important. A calm, organised and tidy environment is needed to facilitate the learning process and to encourage and enhance self-esteem.

We aim to do this by encouraging staff and pupils to keep all areas tidy and clear of clutter and by following the eco-code developed by the Eco Council.

Playtime and Lunchtime Behaviour

Good behaviour should be encouraged at all times and we expect pupils to adhere to the Code of Conduct during playtimes and lunchtimes when members of non-teaching staff are supervising.

During these times school rewards and sanctions apply and persistent inappropriate behaviour will be recorded in a lunchtime book which will be referred to the class teacher.

At the beginning of each playtime, pupils should be supervised when leaving the class and the building by the class teacher or the class teaching assistant.

At the end of each playtime children are expected to line up in classes quickly and quietly.

In the event of an indoor playtime, children are to remain in their classes supervised by the staff on duty. Suitable games and activities should be provided and during lunchtimes, monitors from junior classes will be nominated to help supervise children up to Y2.

Role of the School Council

In our aim to encourage good behaviour, children are involved in formulating the codes of conduct for our school community.

The School Council provides a forum for the children's opinions to be heard and acted upon and for their views on behaviour and bullying to be aired.

One of their roles will be to discuss and debate inappropriate behaviour and to come up with solutions to any problem that is brought to their attention.

They should also be seen as role models of good behaviour within the school and along with playtime buddies, be a support to their peers.

Rights and Responsibilities

See appendices.

Related School Policies

The Behaviour Policy is essential to the issue of Safeguarding. Therefore, the following policies are closely related to the Behaviour Policy and may contain essential additional information which should be referred to.

- ✘ Child Protection Policy
- ✘ Health and Safety Policy
- ✘ Anti-Bullying Policy
- ✘ Safe Use of the Internet Policy
- ✘ Admissions Policy
- ✘ Medicines Policy
- ✘ Additional Educational Needs Policy
- ✘ LA Behaviour and Attendance Policy

Appendix 1

Roles and Responsibilities

Role of the School Staff

- ✘ To fully comply with the school's policies and procedures, using rewards and sanctions consistently.
- ✘ Keep behaviour files and tracking sheets up-to-date and to inform the Headteacher of any concerns.
- ✘ To develop and nurture the personal and social skills of the pupils through a broad, balanced and stimulating curriculum.
- ✘ To create a safe, stimulating and pleasant environment for learning.
- ✘ To raise children's self-esteem and develop their full potential by offering high quality learning experiences which are matched to their ability.
- ✘ To recognise and take into account the individual needs of the pupils.
- ✘ To be a good role model for behaviour by working hard and showing respect and kindness.
- ✘ To establish effective partnerships with parents in order to develop a consistent approach.
- ✘ Establish and maintain links with other agencies who provide support for behaviour and attendance.
- ✘ To recognise and reward academic and non-academic achievement.

Role of the Children

- ✘ Learn to treat others as they would like to be treated
- ✘ Learn to care for others and their belongings
- ✘ To aim for self-control and to be able to self-manage and be able to ask for advice when this is difficult.
- ✘ Become responsible for own behaviour by using calming and communication strategies.
- ✘ Adhere to the School Code of Conduct and Classroom expectations.
- ✘ Celebrate the achievements of all members of the school community.

Role of the Parents

- ✘ To ensure that children attend school in good health, punctually and dressed appropriately.
- ✘ To ensure that children attend school regularly.
- ✘ To provide support for the discipline within the school by ensuring early contact to discuss matters affecting a child's happiness, progress and behaviour.
- ✘ Work with school to address and review any behaviour issues with their children in an encouraging and realistic manner.
- ✘ To take an active interest in children's learning by supporting work in class, giving due importance to homework, hearing children read and assisting in learning of tables and spelling.

