



YSGOL GYMRAEG PONTARDAWE

POLISI YMDDYGIAD BEHAVIOUR POLICY

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships – Linked to Articles 3, 32

*Reviewed Sept 2023
Signed: M Evans
COG: Mrs R Davies*

A handwritten signature in black ink, appearing to read 'R Davies', written in a cursive style.

The school's central purpose is to promote children's learning. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes, but bad behaviour is a complex problem which does not lend itself to simple solutions.

Reducing bad behaviour is a constant and realistic aim in this school. The proper answer to indiscipline and poor behaviour is to confirm the existence of boundaries and to do so firmly, unequivocally and at once. This will often involve the use of an appropriate punishment. An uncertain or delayed response invites renewed challenges which can draw children into more serious misbehaviour. They should never be left in doubt as to what is and what is not acceptable behaviour.

Role of the Teacher.

The classroom is the most important place in the school. What happens there decides whether the school is achieving its aims. In order to learn well, teachers must provide a calm and purposeful classroom atmosphere. Teachers must be able to keep order and so need to master three areas of competence to influence his or her pupil's behaviour.

1. Knowledge of the subject to be taught - obviously crucial.
2. The ability to plan and deliver a lesson which flows smoothly at a good pace and holds pupils' attention.
3. The ability to manage groups of pupils - organisation and discipline.

Teachers must encourage pupils to adopt and display good practice of behaviour and learning, and deal calmly but firmly with inappropriate or disruptive behaviour.

Those with good group management skills are able to establish positive relationships with their class/classes based on mutual respect. Establishing good relationships with pupils, encouraging them to learn and to behave well have always been essential parts of a teacher's work. This cannot be achieved by talking at children, but by working with them.

The competent teacher can create a classroom climate in which pupils lose rather than gain popularity with their classmates by causing trouble. They can also spot a disruptive incident in the making, choose an appropriate tactic to deal with it and nip it in the bud. They also model the good behaviour they expect of their pupils. All this requires an impressive range of professional skills.

Good Practice.

It is generally agreed that well organised and well delivered lessons help to ensure good standards of behaviour. The school's aim surely is to encourage a whole-school approach to behaviour and discipline. Instead of being preoccupied with bad behaviour we should be concerned with raising expectations and improving standards. Our aim is to marginalise bad behaviour by promoting good behaviour. It is vital that disciplinary problems are dealt with where they happen, and at the lowest level. The active involvement of all staff from playground supervisors to teachers to Headteacher and Governors is a vital factor. If disciplinary and behaviour problems are continually referred up to senior staff the authority of class teachers and others is reduced. Also this process gives status to misbehaviour.

School Policy.

The following measures are generally accepted as positive strategies that we hope improve behaviour and discipline within the school. Teachers should:-

- ⊕ know as much as possible about their pupils, their names, their personalities and interests and who their friends are.
- ⊕ plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This would also include giving attention to furniture layout, grouping of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere;
- ⊕ be flexible in order to take advantage of unexpected events rather than being thrown off balance by them.
- ⊕ continually scan the behaviour of the whole class;
- ⊕ be aware of and control their own behaviour, including stance, presentation and tone of voice;
- ⊕ model the standards of courtesy and behaviour that they expect from their pupils;

- ⊕ be positive - include praise for good behaviour as well as good work;
- ⊕ make school and class rules clear to all pupils;
- ⊕ make sparing and consistent use of reprimands. Be firm rather than aggressive, target the right pupil. Criticise the behaviour and not the person using private rather than public reprimands whenever possible. Be fair and consistent and avoid sarcasm and idle threats;
- ⊕ make sparing but consistent use of punishments. This includes avoiding as far as possible whole group punishment which is generally seen as being unfair. Also avoid punishments which humiliate pupils.

Suggestions for promoting good classroom behaviour.

- ✓ Ensure that every child has his/her own space in the classroom e.g. desk, tray, etc.
- ✓ Ensure that children know where things are, especially new children to the class.
- ✓ Nurture an ethos of putting things away in their correct places when they are finished with – both pupils and staff.
- ✓ When children enter the class, encourage the habit of good use of spare time (e.g. if you have been delayed from returning to class) by reading or some other worthwhile activity.
- ✓ Encourage and nurture positive attitudes to working where good behaviour is essential to concentration and co-operation for the given task as groups, individuals, pairs etc.
- ✓ Nurture mutual respect between peers as much as for all staff members.

Rewards for good behaviour.

- ✓ Public commendations - praise in front of classmates or in assembly in front of whole school.
- ✓ Merit marks e.g. stars, "smiley faces" or stickers with comments such as "Well done" or "Ymddygiad da" that acknowledge good behaviour or conduct.
- ✓ Commendatory note/comment by the headteacher.
- ✓ Entries in homework or exercise books.
- ✓ Certificates at the end of week "Gwasanaeth Clod."
- ✓ "Seren yr Wythnos."
- ✓ Certificate for lunchtime supervisors and breakfast leaders.

Commendations can earn children points which are added to their school teams and at the end of the year; the team gaining most points winning the school behaviour shield. Above all, rewards must be given consistently at all times otherwise they lose value and become less desirable. In extreme circumstances they become counter productive.

Sanctions for Children who misbehave may include:-

The school also operates classroom based strategies where behaviour is monitored and managed. Misbehaviour results in a gradual escalation of sanctions:

Both Foundation Phase and KS2 departments follow a rewards charts that is displayed in all classes.

- At the beginning of each day the children will begin on the 'Barod i weithio' step and move towards one end by showing excellent behaviour, high standards in their work and attitudes towards others.
- Children will be rewarded on a daily basis to 'win' places on the class chart and if they show 3 excellent days or more they will also be rewarded by golden time/praise and a home telephone call from the headteacher.
- Children will be encouraged to show great respect, behaviour and high standards in their work. Children who persistently show unwillingness to engage or break rules will result in a telephone call from the school.
- Pupils will lose 5 or 10 minutes of break time.
- Reward is given as golden time for maximum of 1 hour on Friday afternoon.
- The head teacher can request to attend a meeting with the parents to discuss behaviour. Persistent "infringement" is also made known to the headteacher who may then wish to speak to the parents.
- Persistent behavioural problems that aren't resolved or persistent minor assaults on other children will result in a period of exclusion which could eventually incur a permanent exclusion for that child. Children at risk of exclusion will be the subject of a Pupil Support Plan where parents, staff and possibly external agencies will discuss measures and strategies aimed at avoiding exclusion. At this stage, parents will have already been informed and will have already been part of the discussion process. External and/or Authority based agencies

may be invited to assess behavioural traits with a view to suggesting remedial strategies and invited to contribute to discussions regarding PSPs.

- Cases of serious assault, including unsuccessful but deliberate and intentional attempts, against children and staff alike will merit exclusion to be enforced at the discretion of the headteacher in terms of duration, inclusive of permanent exclusion in accordance with statutory orders. Exclusions are a last resort but a third fixed term exclusion in one term will usually trigger a case for permanent exclusion. (*This **could** be excluded if the pupils' behaviour is a direct result of their disability.*)

Other sanctions taken by any member of staff outside the classroom situation may include:

- ⊕ isolating pupils within the class situation
- ⊕ reducing break or lunchtime and giving the offender "thinking time;"
- ⊕ withholding privileges
- ⊕ contacting parents;

Foundation Phase Reward Chart



KS2 Reward Chart



Reasonable Force

The school has a Reasonable Force Policy which outlines what may be used in the case of need for the protection of individuals and/or property. Staff are trained in 'Team Teach' techniques which may be employed in rare instances where it is necessary. Any use of reasonable force, whether it includes 'Team Teach' strategies or not, must be recorded fully in the incident book kept in the school office.

For serious or persistent lapses of behaviour, the headteacher has the option of short term suspension or exclusion. The headteacher may also decide to employ any of these sanctions without going through other steps if there is a risk to health or safety of children or staff. This option should be the last resort and done with the full knowledge of the Governors via the Chair. This school believes in identifying potential difficulties and those at risk of exclusion at a very early stage and then preparing a Personal Support Programme in order to avoid such action. There are definite steps to

this procedure which involve the pupil, parents, staff and outside agencies when appropriate.

Assemblies provide regular and ideal opportunities for staff to transmit the message of good behaviour and an assembly specifically for praising pupils is held weekly. We also need to stress that the responsibility for maintaining good behaviour throughout the school rests with all staff.

All exclusions are reported fully to the Governing Body and the Local Authority as required by statutory order.

Emotion Coaching/Restorative Practice

The school has begun to implement the Emotion Coaching and restorative practice method to deal with incidents. This involves staff to discuss with the child regarding their feelings and behaviour and answer specific questions to consolidate their understanding what is appropriate and not appropriate behaviour. (This method is new within the school)

It must be noted that the home plays a substantial and crucial role in ensuring that children grow up with good standards of behaviour and self-discipline. It is a role that can be neither underestimated nor overstated. Cooperation between the school and home is paramount in matters of behaviour and discipline.