

# Ysgol Y Foel



## Policy for Behaviour

2022

## **POLICY FOR BEHAVIOUR**

### **Aims**

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, support staff - teaching assistants (TAs), Dinner time staff (DRAs), children and governors, based on a sense of community and shared values
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

This policy should be read in conjunction with the Anti-bullying Policy.

## **Our School Rules**

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Our School Rules were written by all pupils during group collaboration lessons.

### **Rights Respecting**

We follow the UN Rights Respecting ethos and our school rules are all matched to the rights of the child. These are on display around the school. Language used by staff reflects these rights. We encourage staff to question behaviour in a positive way rather than giving a direct instruction, making the child/children think for themselves about the consequences of their actions.

### **The Four Purposes**

These are on display with our school rules and the rights of the child and are referred to by staff.

Our school rules have been agreed and are as follows:



These will be displayed in each classroom and referred to, modelled and taught as an integral part of our everyday teaching.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. It is proving to be very powerful as it was written by the children for the children. As members of staff who work directly with the children were involved in the formation of it, it has brought consistency to discipline right across the school.

## **Incentive Schemes**

### **Rewards:**

Rewards are the most important part of our behaviour policy. It is vital that we all remember that research shows it is rewards that change people's behaviour and therefore we will ensure this drives our school policy.

### **Houses/ Marbles**

Each child is placed in one of our 3 school houses. Findeg, Fenlli or Famau. Each house has House Captains from our older pupils. Throughout the week houses are awarded marbles for displaying positive behaviours eg. lining up at playtime, or the quietest in the dining room. At the end of the week the marbles are counted up in our good news assembly and the winning house awarded with the trophy for that week. They are also allowed 15 mins extra treat at the end of the day. The houses are competing for the shield at the end of the year.

Sports Day also takes place in houses and the winning house receives the Sports Day shield at the end of the year. This encourages the children to work together from Nursery through to Year 6 as a team.

### **Stars**

Stars are used as a daily reward for individual pupil's achievement, for example, full marks in a spelling test or excellent presentation. These stars are recorded on the class display and children move up the award system receiving badges for each amount completed. These badges are worn with pride on the children's uniforms. In the Foundation Phase children earn stars towards a certificate that is presented in school assembly.

Children are also rewarded with a Headteacher Award or sticker when they are sent to the Headteacher with some extra special work.

A range of other additional rewards will be used by the class teacher e.g. jobs, certificates, nods, winks, high fives etc. We are always keen to extend rewards and ideas. Please feel free to experiment, extend and feedback your ideas at staff meetings.

These will be displayed in each classroom and referred to, modelled and taught as an integral part of our everyday teaching.

They are linked to the UN rights of the Child and Ysgol Y Foel as a Rights Respecting School.

### **Marbles**

The children are split into 3 Houses, Findeg, Fenlli and Famau. Each week the houses compete to win the most marbles. These are linked directly to behaviour and teamwork. For example when children line up after the bell has been rung the quietest, smartest line will receive a marble. At the end of the week the trophy is awarded to the winning house in celebration assembly and they receive 15 mins extra time out with the HT. At the end of the year the winning house is awarded with the House Silver Plate.

Children are also rewarded with a Headteacher Award or sticker when they are sent to the Headteacher with some extra special work.

A range of other additional rewards will be used by the class teacher e.g. jobs, certificates, nods, winks, high fives etc. We are always keen to extend rewards and ideas. Please feel free to experiment, extend and feedback your ideas at staff meetings.

### **Assemblies**

Celebration assemblies take place on Friday afternoon. The winning house is announced and children are awarded 'Seren Y Wythnos' for particularly hard work throughout the week. We also celebrate children's achievements out of school and post pictures on our twitter account.

### Sanctions

Sadly, there will be times when children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

### Playtime

This is both a Reward and Sanction system in one. Poor behaviour in lessons will result in time being taken off playtime as an immediate sanction.

### Minutes Lost

If one of the main school rules has been broken this will result in a child losing minutes off their treat on a Friday lunchtime. They will have to fill in a 'think sheet' to record their behaviour and suggest what they could have done differently.

Minutes are not taken from the children without prior warning, these are :

- Give the child the look (non-verbal reminder)
- If they continue to persist in breaking the rules remind them that they are making a choice in their behaviour.
- If they still continue to persist in breaking the rules continue to work through the other agreed sanctions:

### Minor breaches of discipline

– Verbal warning from class teacher which may include loss of playtime depending on class rules.

### More serious incidents

– Think sheet may be given by the Headteacher. These ask pupils to record, what they did they shouldn't have done, which part of the School rules they have broken and what they should have done instead. This focuses them on the consequences of their behaviour and the preferred alternative behaviour. There will probably be associated loss of minutes of playtime.

- Think Sheets are kept by the Headteacher and if a child gets a number of them for the same types of behaviour or over a short period of time, parents would be invited in to meet the Headteacher to discuss a way forward. This may include a Behaviour Programme (IEP(B)) or a Home/School book where parents are kept informed on a daily basis of their child's behaviour – both poor and good. Alternatively a word from the parents to the child at home about their behaviour may be all that is needed to put the child back on track.

### Serious incidents

- are recorded in the Behaviour Book . All staff involved must sign the report of the incident. See procedure for Major Breaches of Discipline below.

**Minor breaches of discipline** include talking during work-time, saying unkind things, interrupting and not being friendly and polite, bad manners at the dinner table.

**Moderate breaches of discipline** include, not telling the truth, being disrespectful and physically hurting others by thoughtless or careless behaviour.

**Major breaches of discipline** include deliberate physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse (including discriminatory language) and the use of bad language, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Headteacher or the Senior Headteacher who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

#### **Procedures for Dealing with Major Breaches of Discipline**

- Child meets with Headteacher who talks with the child to find out if there are reasons for the behaviour.
- Parents are contacted to arrange a meeting to discuss the behaviour
- If the problem is severe or recurring then exclusion procedures may be implemented after consultation with the Governing Body
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and the LEA
- Parents have the right of appeal to the Governing Body against any decision to exclude

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

#### **Prejudicial behaviour**

If a child is showing signs of extreme prejudice towards other children staff will follow the Tackling Extremism and Radicalisation Policy.

#### **Lunchtime Supervision**

At lunchtime, supervision is carried out by the Senior DRA (Dining room attendant) and their assistant. The senior DRA and assistant are expected to maintain order. They apply the School rules in the same way as the teaching staff so there is consistency throughout the school day. They can send children out of the dining hall or off the playground to stand by the office as all other staff would. The Senior DRA should refer to the Headteacher or Senior teacher if the incident is serious.

The DRA's must be treated with the respect expected by all adults at Ysgol Y Foel. Verbal or physical abuse will never be tolerated.

#### **Parents**

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children. Parents need to remember they will be informed, so they can work with the child, if something beyond the ordinary misdemeanours of the day occurs.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By not encouraging their children to hit back but to report all incidents to an adult.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively, listening to all sides of the situation and applying the Code of Conduct to all who were involved.
- By respecting confidentiality when an incident is being investigated and not discussing it on social media.

### **Care and Control of Children**

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child. If there is a need for sanctions then the following may be used, depending on each child's needs:

- Time out
- Redirect to another activity
- Talk to the child – discuss what has happened
- Move the child from the group to work on his/her own
- Discussion in groups or whole class (Circle Time)
- Repeat work
- Loss of playtime
- Behaviour modification programme – setting targets
- Remove child from the class – place with HT or in another class
- Parental involvement
- Daily report

### **Behaviour Book**

Serious incidents are recorded in the Behaviour Book.

This is used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property
- Loss, theft, or damage to property
- Any other incidents or matters of a serious nature

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

### **Intervention/ Restraint**

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary. Refer to the Restraint Policy.

The child should be removed from the situation as soon as possible and taken to the Headteacher or Senior teacher who will take immediate action to involve parents.

All details of the situation must be recorded in the Behaviour Book which must be signed by all adults involved.

The Headteacher or Senior Teacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

### **Behaviour Modification Procedure**

At Ysgol Y Foel, most of the children are well behaved. There may be, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff. It may be appropriate to write an IEP(B) Individual Education Plan for Behaviour stating the behaviour to be addressed and the strategies to be used to help that child change their behaviour

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

- Setting behaviour targets when tiny steps are devised so they achieve success (eg sitting on chair for given length of time putting hand up to answer questions)
- Change in classroom organisation / seating position
- Using different resources (work may be too difficult causing child to disrupt)
- Alternative acceptable behaviour

A wide range of rewards are used to reinforce positive behaviour. These can include:

- Rewards of stars/smiley faces on work, on charts and in special book
- Use of special stickers for such things as listening, being kind, helpful etc
- Sharing good behaviour with other children/other classes
- Involving parents at an early stage to make an action plan or IEP(B) together

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

Worked on by staff and parent governors.  
Reviewed by Governing Body Spring 2022

