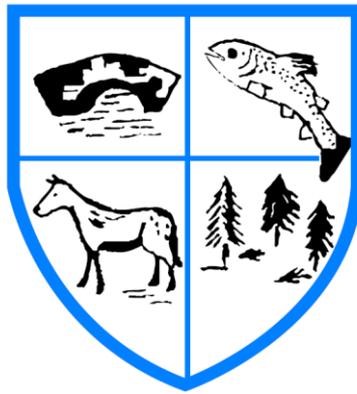


YSGOL LLANYBYDDER SCHOOL



POSITIVE BEHAVIOUR POLICY

2019-20

POSITIVE BEHAVIOUR POLICY

At Ysgol Llanybydder we feel that behaviour and discipline must exist if children are to learn and teachers to teach effectively. As a staff we strive to create a supportive and calm environment in which the rights and responsibilities of everyone in the school are understood, valued and upheld.

Our approach to behaviour and discipline is positive reinforcing the view that everyone in the school has:

- the right to respect others
- the right to learn and be taught
- the right to feel safe

We feel that these rights are most likely to be maintained when there are clear rules and that everyone applies them consistently aiming to develop in the individual an understanding of their responsibilities.

The tangible mechanism for rewarding good behaviour and sanctioning unacceptable behaviour is the Merit System. Children are awarded merits for the positive acts that are undertaken throughout the school day. By the same token, merit points are deducted when behaviour is unacceptable.

FRAMEWORK

- We teach the children how to solve their own problems through discussion, so that they learn how to think things through and talk together until they agree.
- Through our support we help them to develop the ability to take responsibility for their own actions, and to see the links between their own behaviour and the consequences of their actions.
- We speak assertively to disruptive pupils, using language which is decisive, firm and clear. We aim to approach discipline in a positive and consistent way.

GUIDELINES FOR SCHOOL RULES

The school rules are regularly referred to in assemblies and by staff members and are reinforced when appropriate. Copies of the school / classroom rules are displayed prominently around the school.

These will include the following :-

Learning Rules

These apply to the way we learn and play in the classrooms and outside. They cover things like co-operation, how we get attention or help in the class, behaviour in class etc.

Movement Rules

These apply to the way we move around the class and in the school building as well as how we come to school.

Treatment Rules

These rules apply to the way we treat each other.

Problem Rules

These rules apply to the way we solve problems between each other.

Safety Rules

These cover safe behaviour, use of equipment etc.

Talking and Communicating Rules

These rules apply to the agreed method of communication within the classroom and in the playground, appropriate talking levels, using positive and courteous language.

The class rules are set by individual classes and are based on a collegiate approach between the teacher and the pupils. They are age appropriate and so will differ slightly in each class. However, the general ethos will permeate all classes and examples of the expected rules are given below

RULES OF THE CLASSROOM

- I must do my best at all times.
- I must endeavour to produce neat work.
- I must not talk whilst working in class.
- I must put my hand up when answering questions.
- I must not play around in the class.
- I must be courteous and polite to all adults and pupils.
- I must respect other people's belongings and feelings.
- I must keep my classroom neat and tidy.
- I must ensure homework is completed on time.
- I must be punctual.

RULES AT PLAYTIME

- I must walk down the right hand side of the corridor in single file.
- I must be friendly and considerate to all my friends.
- I must treat others as I expect to be treated myself.
- I must keep the yard clean and put all the rubbish in the bin.
- I must line up quietly when the bell sounds.
- I must be outside on the yard during playtimes.
- I must use a softball on the yard.

POSITIVE RE-ENFORCEMENT

Rewarding good behaviour is addressed in many different ways at Ysgol Llanybydder e.g. :-

- praise within the classroom situation.
- Merit points
- comments in pupils' workbooks and homework books.
- comment in end of year written report.
- pupil to visit Headteacher's office for praise, comments, certificates, stamps etc..
- praise in morning assemblies.
- certificates and awards to be presented in special assemblies.
- consultation with parents - informal.
- consultation during parents' evening.

CODE OF CONDUCT

All pupils are expected to follow the "Code of Conduct" as set out below :

- **To use a good standard of speech.**

We will not accept bad language, answering back or hurtful comments to others. (This, with the use of threats, is a form of bullying)

- **No use of force.**

In all schools children are encouraged to sort out disputes without fighting. There are always adults to help in school. It is essential that children remember that "playtimes" are not times for any form of fighting.

- **Acceptance of correction.**

In the event that a child is chastised, we expect that this is accepted without sulking or defiance. By the same token, it is imperative that the reason for the admonishment is explained to the child in order that they are able to learn from it.

- **Behaviour in the dining room.**

We expect children to line up properly and to eat their food sensibly. They must also be polite to the canteen staff and the lunch time supervisors.

- **Behaviour in the classroom.**

The curriculum is enhanced when the children work in groups. Group rules are an intrinsic aspect of our delivery and all children must be clear on the expectations. The onus for this lies with the class teacher.

School is a microcosm of society and we wish to engender our children with the skills necessary to play an active and valid part in society

DISCIPLINE AND SCHOOL RULES - as stated in School Prospectus.

School rules are kept to a minimum. Children are expected to conduct themselves in a courteous and orderly manner at all times. If the need does arise to correct the individual, the punishment administered for misdemeanour will be reasonable and moderate, as expected by the parent when the child has done wrong. These are necessary for the smooth functioning of the school and, also, for the benefit and safety of the pupils themselves.

Some of the main ones are:-

Pupils are expected to arrive in school by 9.00 a.m.

- No child is allowed outside the main school boundary without permission between **8.45 a.m. – 3.15 p.m. for the Junior department and 8.45 a.m. – 3.15 p.m. for the Infant department**
- Chewing gum, sweets and lollipops are not to be eaten during school hours.
- No knives or dangerous instruments are to be brought to school.
- No climbing of walls, fences, railing, gates, drainpipes etc.
- Children should not bring toys or games to school.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

Through the **MERIT SYSTEM**, our priority is to foster positive behaviour and encourage self discipline, but there may be occasions when a child's behaviour infringes on the rights of others. In such situations there are a series of procedures, with possible consequences, which are followed :

- the children are taught what is acceptable behaviour and are aware of the consequences of breaking the rules. Similarly, any parent accepting a place at Ysgol Llanybydder is therefore accepting our Code of Conduct and the procedures we have agreed and adopted for responding to inappropriate behaviour. (Parents will have also signed the Home/School Contract).

Inappropriate Behaviour will be classed into three categories;

abusive behaviour

behaviour which prevents others from learning

dangerous behaviour

Each situation that arises is different and will be treated with sensitivity by the staff of the school. Provocation is always taken into consideration and all points of view taken into account. It is the aim of the school to foster a partnership with the parents to help pupils manage anti-social/ behavioural/ emotional difficulties. We are prepared to listen and be flexible in our response.

Behaviour	Sanction – involves one or more actions from the corresponding level
<u>Level 1</u> Running in corridors or moving noisily about the school Refusal to follow instructions given by an adult - minor Disrupting the class or activity – minor Laughing at the mistakes of others	<u>Level 1</u> Warning Reprimand Apology Loss of privilege – level 1 Removal to another place in the class
<u>Level 2</u> Disrespect e.g. looks, body language or comments that demean the person who witnesses it Rudeness to adults or other children Swearing accidentally or as a joke Telling lies – minor Damaging property – minor	<u>Level 2</u> Note in incident file Reprimand Apology Involvement of Headteacher. Loss of privilege – level 2 or Removal to another class Responsible adult makes note of

Spitting	incident. Letter home to parents – possible meeting
<u>Level 3</u> Disrupting the class – major Swearing with malicious intent Refusal to follow instructions given by an adult – major Bullying Hurting other children – minor (including play fighting) Damaging school or other people's property - major Telling lies – major	<u>Level 3</u> Note in incident file Apology Loss of privilege – level 3 Involvement of Headteacher. Letter home to parents – possible meeting arranged to discuss behaviour Possible fixed term exclusion (1-5 days)
<u>Level 4</u> Fighting - major Stealing Hurting adults	<u>Level 4</u> Note in incident file Apology Loss of privilege Involvement of Headteacher. Letter home to parents – meeting to discuss behaviour Exclusion

Notes

Warning:

- Given for minor transgressions where a staff member feels that a warning will result in future compliance.
- A warning should be accompanied by a reminder of the expected behaviour, phrased in positive language.
- Children should be reminded that they have a choice about how they behave and if they choose to break a rule, there will be a consequence.
- Warnings do not have to be given if behaviour is severe or staff feel that a child is being provocative.
- When a warning is given, children may need an opportunity to calm down quietly, to talk to a member of staff or to be occupied with a different or additional activity.

Reprimand:

- A reprimand is a signal to the child that a rule has been broken and that a consequence will ensue.
- It should be delivered calmly but firmly and the child should be informed of the consequence.
- If possible, the child should be informed of this out of earshot of other children, as embarrassment can lead children to further reckless behaviour.

Apology:

- Children should be given the opportunity to apologise for their behaviour and be forgiven.
- This could be written or verbal, and may take place after the child has had time to calm down.

Loss of privilege – level 1:

- loss of 5-10 minutes of break time e.g. standing near the wall (children should be supervised during this time and may be asked to reflect on their behaviour – could be in written or pictorial form)

Loss of privilege – level 2:

- loss of a significant part of lunch break time (20 minutes) which will be supervised in an allocated room by the Headteacher.
- loss of opportunity to participate in an additional activity *or*
- loss of opportunity to be with friends

Loss of privilege – level 3:

- loss of the whole of lunch break time. Part will be in the School Hall the rest will be in a room with the child's class teacher. Other arrangements may be made, depending on the circumstances and number of children involved.

Loss of privilege should never mean:

- loss of lunch
- loss of opportunity to use lavatory or water fountain
- loss of curriculum (if children are removed, they should be given work to do and should be able to catch up on any missed work at another time)

Removal to another class:

- Class teachers should make arrangements with a partner class to receive children who are removed.
- A child should always be given work to do in the other class.
- An end time for the removal should be set.

Involvement of Headteacher.

- for behaviour at level 2, if they have significant concerns, the class teacher can discuss a child's behaviour with the Headteacher, who may decide to see the child at a convenient time. This may be during a break. He may inform the child's parent by telephone or letter, and may request that the parent attends a meeting to discuss the behaviour.
- For behaviour at level 3 or 4, the Headteacher, will be involved and may be requested to become involved immediately. The class teacher, teaching assistant or other support staff member must inform the head clearly and fully of the behaviour, any witnesses and the effect of the behaviour alongside any opinions as to the cause of the behaviour (eg. provocation) before asking the head to see the child.

- A child may be removed from the classroom, playground or other area prior to seeing the Headteacher, but should not be left unsupervised. They may need time to calm down before the behaviour is addressed.
- The Headteacher, will discuss the child's behaviour and establish the reason for it and whether any other children were involved. He will decide on the appropriate sanction. He may inform the child's parent by telephone or letter, and may request that the parent attends a meeting to discuss the behaviour.

The school rules are regularly referred to in assemblies and are reinforced when appropriate.

Ultimately, if pupil continues to violate the rights of others and/or shows no sign of wanting to change, part time attendance or exclusion will be considered.

CONTRACTS

If a pupil's behaviour is continually intruding upon teaching and learning time or if a pupil has received a fixed term exclusion, a behaviour plan may be developed as a part of the teacher/pupil action plan to improve behaviour. A behaviour plan is a behaviour agreement between pupil and teacher.

- the contract need to be agreed by all the parties concerned
- it should identify problem behaviours and focus on one or two at a time for improvement.
- present ways for pupils to achieve appropriate behaviour.

	Name	Signature	Date
Chair of Governors	Daryl Thomas		14/1/2019
Headteacher	Gareth Jones		14/1/2019

Review Date	14/1/2020
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