

# Polisi Ymddygiad Behaviour Policy

Ysgol Gymraeg Ffwrnes

Medi 2024 / September 2024

Dyddiad adolygu/review date - Medi/September 2026



# Ysgol Gymraeg Ffwrnes



## Positive Behaviour Policy

### Contents

- 1) Principles**
- 2) Aims of our positive behaviour programme**
- 3) Building Positive Relationships**
  - 3.1 With Pupils
  - 3.2 With Parents and Carers
- 4) Preventing Behaviour Problems – Being Proactive**
  - 4.2 Good teaching
  - 4.3 Engaging pupils
  - 4.4 Differentiation
  - 4.5 Rules, routines and timetables
  - 4.6 Effective communication and modelling appropriate behaviour
  - 4.7 Support Staff
  - 4.8 Equality and Fairness
- 5) Behaviour Strategies**
  - 5.2 Class Strategies
  - 5.3 Whole Class Rewards
  - 5.4 Whole School Assemblies
  - 5.5 Class reward chart / Golden Band
  - 5.6 Pupil of the week
  - 5.7 Restorative Practice
- 6) Decreasing Inappropriate Behaviour**

## **7) Consequences**

- 5 Step response

## **8) Additional behavioural needs**

### 8.1 Behaviour Plans

## **9) Support Systems and Programmes**

### 9.1 Positive Play

### 9.2 Talkabout

### 9.3 Local authority support

## **10) Managing serious behaviour issues**

### 10.1 Exclusions

## **11) When the procedures don't work**

### 11.1 Exclusion

### 11.2 Physical Restraint

## **12) Monitoring and Evaluating**

## **13) Communication**

## **14) Positive Behaviour Policy Annex: COVID-19 Guidance**



This policy is the statement of principles, aims and strategies for the positive management of behaviour at Ysgol Gymraeg Ffwrnes.

## **1.1 Principles**

Good behaviour is an essential condition for effective teaching and learning to take place. At Ysgol Gymraeg Ffwrnes, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. When a large group of children and adults work together in one building it is realistic to think that there may be difficulties with relationships from time to time. Children work well when there is a recognised framework where they know that there are limits to what is acceptable within that framework. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to share with the school in helping their children to behave well.

We believe good behaviour means that everyone in school is -

- careful and kind
- polite and friendly
- helpful to each other
- quiet and hardworking
- respectful and tolerant.

## **2.1 The aims of our positive behaviour programme**

- Ysgol Gymraeg Ffwrnes is a safe environment where all can teach and learn in a happy atmosphere and create a positive and stimulating learning environment, having high expectations of children's' work.
- All who are involved with our school show respect and consideration for others and to encourage our children to co-operate with one another and with adults in the school.
- The school property and the property of those within school is looked after.
- Everyone in Ysgol Gymraeg Ffwrnes takes responsibility for making our school a happy place in which to work.

- Work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.
- If pupils, staff and parents feel proud of Ysgol Gymraeg Ffwrnes then we are well on the way to raising the self-esteem of all involved.
- Restorative practice principles and values are used across the school, to support, develop, and promote the strong sense of positive 'can do' attitudes and culture.

## **2.2 How will we achieve our Aims?**

Pupils, parents, teachers and support staff all take collective responsibility for the promoting of positive behaviour in Ysgol Gymraeg Ffwrnes

### **3.1 Building Positive Relationships**

#### **3.2 With pupils**

Staff skills in managing behaviour in the class depend upon the quality of their relationship with the children. Over time, teachers and staff must build up trust and empathy with the children as this establishes the basis for all tasks involving future behaviour management and therefore learning.

Staff will promote and develop positive and respectful adult-child relationships by:

- Being a positive role model for the children
- Creating a caring, supportive and fair environment where every child feels accepted, that he or she belongs, and can be relaxed
- Recognising every child's strength and ensuring that every child feels he or she has the ability to learn
- By understanding the child as a learner and setting achievable work, suitably differentiated for pupils of different abilities
- Acknowledging, reinforcing and sharing all successes, however small, in a positive manner
- Involving pupils in decisions around learning and the management of behaviour in the class
- Taking time to speak to every child individually to find out their interests, talents, goals, likes and dislikes
- Discussing rules and consequences so that all pupils are clear at all times as to what is expected of them
- Demonstrating compassion when dealing with unwanted behaviour. Never embarrassing or ridiculing children when reprimanding them.
- Interacting positively with the children at playtime rather than merely supervising or troubleshooting. (E.g. joining in a game or having a chat, modelling good play skills with them, noticing which children are being left out and setting up games with them to draw other pupils in, seeing potential problems before they arise and addressing them)
- Ensuring that pupils are immersed in an environment rich in supportive kindness, calmness, positivity and fun.

#### **3.3 With parents, carers and families**

Parents are usually the child's first and most influential teachers. Therefore building good relationships with parents, carers and the wider extended family is extremely powerful in helping to build a child's success both in school and at home. The involvement of parents or carers in their children's learning leads to greater problem-solving skills, greater enjoyment of school, better attendance, fewer behavioural problems and greater social and emotional development.

The school will promote parental/carers involvement by:

- Ensuring effective home-school communication through newsletters, parent's evenings, School X account, the school Website with live school calendar, message boards and other means available. The most effective form of communication is face-to-face contact with staff. It may not always be possible to speak to the class teacher at the start of the day as they prepare the first session, but other school staff, e.g. the headteacher or classroom assistant will often be on hand to discuss any concerns. Teachers will generally be more available at the end of the school day to meet with parents and carers, who are invited to call in for an informal chat as and when it may be needed.
- Special events. E.g. sports day, concerts, fetes
- In-school Parent Learning groups
- Using questionnaires to gain important feedback
- Information sharing sessions. This may involve presentations and so forth around new teaching initiatives, residential, transition to secondary schools and so forth
- Involving parents fully in their child's education in relation to additional learning needs and behaviour, through regular meetings and joint action planning, with school and local authority support staff.
- Creating and supporting appropriate links with school support services

#### **4.1 Preventing Behaviour Problems – Being Proactive**

#### **4.2 Good teaching**

The management of behaviour will have a significant impact upon the teaching and learning which takes place in the classroom. However, the converse is more important still – The quality of teaching has a significant impact upon the quality of behaviour in the class. Two aspects of classroom teaching which can affect behaviour more significantly are – engaging pupils and differentiating work appropriately.

#### **4.3 Engaging pupils**

We aim to start each lesson in an active, engaging manner. This means that pupils will not be sitting on the carpet listening for a long time where problems can sometimes begin. By starting our lessons in this way, children quickly forget playground or other issues they have brought into the class and engage their minds in learning from the off. Most lessons should start with the teacher talking for no longer than 2 minutes and pupils actively engaged in within this time, and where possible, sooner.

#### **4.4 Differentiation**

Differentiation, in all its forms, is a central feature of effective management of classroom behaviour. Differentiation is the process whereby teachers attempt to help pupils of different abilities fulfil their achievement potential.

In order to ensure all pupils are engaged in appropriately accessible and challenging work whenever possible, teachers will:

- Plan work for children to be working at the right level in order to make optimum progress
- Prepare resources for pupils to be working at an appropriate level to progress
- Only differentiate by outcome where this is the most appropriate method of differentiation for the pupil to make optimum progress
- Ensure pupils have access to visual or other support aids where necessary to allow them to access the learning with a minimum of support
- Ensure that more able pupils complete different work to their peers
- Ensure that pupils with additional learning needs are regularly given tasks they can complete without support

We believe that good preparation and differentiation goes a long way towards addressing issues of frustration or boredom in the class, and therefore decreases the chances of disruptive behaviour taking place.

#### **4.5 Rules, routines and timetables**

All teachers will meet their pupils at the end of break time and ensure pupils re-enter the class in a calm manner before engaging in lessons. When pupils are being given a consequence, such as being kept in during break times, it is the class teacher's responsibility to supervise and provide an activity for pupils during this time.

School values and expectations are few and have been drawn up by the children themselves. They are displayed in each classroom.

School rules are based on the need for practices, which ensure the safety of all. The rules have been designed to be simple and to reinforce certain behaviours expected in different parts of the school or at different times of the day. The core value of respect runs through all of these rules.

Each year class teachers also establish class rules, which reflect the school rules. The class rules are negotiated and agreed by the children and displayed in the classroom.

Each week follows a set timetable and session routine which children in each year group quickly become familiar with. Staff will give pupils plenty of notice if routines are to change, to ensure pupils can deal effectively with the change.

#### **4.6 Effective communication and modelling appropriate behaviour**

Many children will learn how to talk and communicate with people by watching the significant others in their lives, such as teachers and other school staff. Staff will model good communication skills throughout the school day by:

- Understanding that they are role models for good use of the Welsh and English language. Staff will speak clearly, modelling good intonation and pronunciation when around the school and the children, demonstrating high standards of oracy and encouraging good verbal behaviour in the pupils.
- Using positively framed language to change pupil behaviour. E.g. rarely drawing attention to things which are not right, instead using good examples of what is the desired behaviour to help others to change.
- Modelling appropriate communication skills we would wish the children to display themselves, and not modelling inappropriate communication. (e.g. Never shouting at children unless someone is placed at risk of immediate harm by not doing so)
- Using positive non-verbal behaviour (smiling, thumbs-up, posture, stance etc.)
- By not talking to other staff about children in front of the child, even if it is believed that the child might not be able to understand the conversation.
- By teaching pupils directly how to communicate more appropriately, e.g. by role-playing appropriate ways to deal with situations at a later date

#### **4.7 Support Staff**

This group includes:

HLTA's, LSA's, The School Administrator, Clerical Assistants, Learning Assistants, Caretaker, Catering and Cleaning Supervisors, Lunchroom and Playground Supervisors.

- Support Staff maintain positive relationships with pupils and staff
- Support Staff share in dealing with problems in a caring and sensitive manner.
- Support Staff identify strongly with the school and are proud to be associated with it.

#### **4.8 Equality and Fairness**

At Ysgol Gymraeg Ffwrnes all pupils, parent and staff are treated equally, with respect and in a just and fair manner. The school promotes equality of opportunity and a sense of fairness is evident in the work of the school. Pupils and parents as well as staff are invited to take part in decision-making, from policy decision to the pupil School Council.

#### **5.1 Behaviour Strategies at Ysgol Gymraeg Ffwrnes**



Behaviour strategies at Ysgol Trimsaran follow the guidelines of '**Restorative Practice**' and '**Assertive Discipline**' (Lee Canter).

## **5.2 Classroom Strategies**

### **Individual**

#### ***'Making the right choice'***

Each class teacher operates a range of classroom strategies to de-escalate and distract pupils who are displaying challenging behaviour. Positive behaviour is continually encouraged, in a number of ways.

For example;

- Proactive staff who are positive with the pupils in their work and social development.
- A happy, and caring environment where staff engage with pupils as fully as possible in their learning.
- All staff follow a 'no shouting and no sarcasm' rule.
- Children are rewarded through golden tickets.

*(Consequences are dependant on age of child and nature of incident).*

Consequences are given with the aim of the minimum consequence for the maximum effectiveness. A range of consequences are given. **See Appendix 1 'School Behaviour Chart'.**

## **5.3 Whole Class Rewards**

Golden bands are awarded for pupils displaying extra good behaviour or effort. Children have their name announced over the school speaker system by the head teacher / deputy head teacher as a reward, if they are happy for this to happen. The aim is to make them feel like role models for others in the school.

### **Golden Time (Nursery – Year 4) / Reward Time (Year 5 & 6)**

Pupils can earn time weekly on their Golden Time / Reward charts for effort, academic performances / achievements throughout the week and independent working. Pupils then receive their Golden/Reward time on a Friday afternoon.

### **Class chart**

Pupils can move up the class chart for selflessness, acts of kindness towards others and positive whole class or group performance by pupils. When negative behaviour is displayed children are given 2 warnings. If the issue continues they move down the chart and receive time out or a chat with one of the management team.

## **5.4 Celebration Assembly**

Every Friday one child in each class is chosen for 'Pupil of The Week'. These are given by staff for pupils that have shown excellent behaviour during the last week. They are awarded their certificate during Friday morning assembly. Choices are also based on the four core purposes- if they have shown characteristics towards any of these.

## **5.5 Restorative Practice**

Nearly all staff attended an Inset training day on Restorative Practice, on dealing with situations in a restorative manner. Where pupils have a disagreement or need to discuss issues, pupils are asked to discuss the issues, and four key questions are included (along with others if needed);

1. What happened?
2. What were you thinking/feeling at the time?
3. What can we do to make this better?
4. What would we do differently next time?

During the 'restorative chat' the pupil displaying the challenging behaviour, and the pupil who may have been harmed, are both given the opportunity to discuss the issue in a calm, and mature way. The member of staff dealing with the issue does so in a calm, and restorative manner.

If they feel that the pupil displaying the challenging behaviour is not ready to talk, then a period of calming down time is given to the pupil. Again, the principle behind this approach is to allow the pupil to self-regulate their own emotions and behaviour, and to build resilience, tolerance, and patience in dealing more effectively with their behaviours in future.

The more serious behavioural incidents are recorded on teacher centre. Pupils are asked to join a member of staff through the restorative chat, outlined above. The staff member writes down the main points of the incident, and the pupils agree on the outcome. It is then the staff member, who decides from what they have heard, what is a fair and appropriate consequence. Consequences are given with the aim of the minimum consequence for the maximum effectiveness. Pupils are asked to write their names, along with the member of staff who has helped deal with the problem, so that, if needed, the SLT (and if needed- the Headteacher) can be informed. If needed, parents are informed of the issue, and again, if needed, invited in to discuss issue/outcome, and ways of support (if required).

## **6.1 Decreasing Inappropriate Behaviour**

- The following de-escalation strategies are to be used by all staff when encountering a challenging situation
  - i) Ignoring
  - ii) Distracting
  - iii) Reminders
  - iv) Choices

Staff need to remain mindful of not reinforcing negative behaviour in their response to an incident, by allowing the pupil to feel that the behaviour has led to something rewarding, however small.

## 7.1 Consequences

Sometimes, incidents occur which need to be dealt with differently. When a child misbehaves, either in or out of class, the problem in the first instance will usually be dealt with by either the child's class teacher or the teacher on duty at the time. Where the problem is considered to be serious (ie persistent offending, physical assault, use of foul language, rudeness or inappropriate behaviour) it should be referred to the Senior Leadership Team, Deputy Head Teacher and then Head Teacher if necessary.

The following steps should be taken in this order:

- I. Minimal verbal reprimand by class teacher and/or Senior Leadership Team, Deputy Head Teacher, Head Teacher. **It is important that children do not receive extensive adult attention for undesirable behaviour, as this can be very rewarding for many children, particularly if dealt with in front of a captive audience.** A child told off by a dinner supervisor, then by a class teacher in front of the class, then by the Headteacher, then by parents will have received a great deal of time, attention and energy for their actions. For many children who crave attention, the behaviour is likely to be repeated as a result.
- II. Loss of privilege (eg, missing some or all of break time) and/or loss of some or all of Golden Time. A child should only be excluded from games or swimming lessons if it is felt that their conduct would be a danger to themselves or others in these situations.
- III. The issuing of a warning by the Head Teacher or Deputy Head Teacher that the child's parents will be consulted if the unacceptable behaviour persists.
- IV. Following (3) an agreed strategy between the parents and school needs to be established. If the behaviour becomes persistent, we need to start taking ABC data to examine any developing patterns. This would also allow us to establish the probable functions of the behaviour and to help us to put plans in place to allow the pupil to have their needs met in more appropriate ways. We also need to be clear at this point that we are teaching the correct behaviour to the pupil.
- V. Outside agencies such as the Behaviour Support Service, Educational Psychology Service or Health Service will be involved.
- VI. Exclusion on either a short or long term basis will be considered in extreme circumstances and according to procedures laid down by the local authority.

## 8.1 Additional behavioural needs

### Behaviour plans

Children who present with a pattern of behaviour issues may have a behaviour plan in place in order to support staff in dealing with specific situations. Plans are then renewed periodically.

## **9.1 Support Systems and Programmes**

### **9.2 Positive Play**

The school run a Positive play programme, which incorporates aspects of other training and therapies. Positive play can support pupils with behavioural challenges, in addition to a range of other emotional and wellbeing needs.

### **9.3 Local authority support**

The school is able to make use of the LEA behaviour support service.

## **10. Managing serious behaviour issues**

All serious behaviour incidents are recorded and stored in the MIS system. A standard 'reporting form' is used to log details.

### **10.1 Exclusions**

The school follows the local authority procedures for exclusions. The local authority provides school with guidance when the school is considering making an exclusion, which the school follows precisely.

## **11. When the procedures don't work**

If the procedures appear to be failing to help a child control his or her behaviour, a meeting is called. This involves the class teacher, Headteacher, child and parents. It may also involve others such as the Additional Learning Needs Co-ordinator, EWO or Educational Psychologist.

The aim of this meeting is to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date agreed. Any child returning to school following exclusion is helped to behave appropriately on their return through a 're-integration meeting' whereby the incident is discussed, and re-integration/ support strategies/ways forward are agreed. All relevant options will be looked at and discussed.

### **11.1 Exclusion**

In rare cases it may be necessary to exclude a child for example if there has been a serious physical attack on another person. This is only ever considered after all other avenues have been explored. At all times, the LEA's procedures are followed.

### **11.2 Physical Restraint**

It is important to remember that any restraint should be in line with Carmarthenshire County Council's guidelines.

## **12. Monitoring and Evaluation**

This policy will be monitored by the Senior Leaders of the school. Its success will be evaluated termly through evaluative meetings.

## **13. Communication**

All staff, both permanent and temporary, including supply staff will receive a copy of the policy. A policy booklet will be sent home to parents. A summary will be published in the school prospectus.

## **14) Positive Behaviour Policy Annex**

It will continue to be the responsibility of parents to work with the school in helping their children to behave well. If an issue arises all parents/carers will be made aware of new practices and changes to any previous strategies. Keeping both staff and pupils safe is a priority at Ysgol Gymraeg Ffwrnes whilst promoting positive behaviour.

We believe good behaviour means that everyone at school is -

- careful and kind
- polite and friendly
- helpful to each other
- quiet and hardworking with a focus on well-being
- respectful and tolerant taking into consideration new ways of working, learning and moving around the school

### **Aims**

The aims of the Positive Behaviour policy will continue where all pupils, parents, teachers and support staff will take collective responsibility for promoting positive behaviour in Ysgol Gymraeg Ffwrnes.

### **Preventing Behaviour Problems – Being Proactive**

Ensuring that pupils understand the importance of social distancing and their role in protecting peers and the staff that work with them is vital. Activities will have a main focus on supporting well-being but will also be engaging, age appropriate and accessible for all in supporting changes to classrooms, school layout and a general new way of working.

### **Rules, Routines and Timetables**

Rules and new routines will be shared with all pupils and staff, ensuring that a common understanding and appreciation of any changes are understood by all in keeping everyone safe whilst COVID-19 is still present. All activities, routines for

using the toilet, break and lunchtime arrangements will be explained clearly to all pupils and reinforced throughout the day.

School rules remain, are few and have not changed.

### **Classroom Strategies**

Class teachers will still operate a range of classroom strategies where positive behaviour is continually encouraged to de-escalate and distract pupils who are displaying challenging behaviour with a focus on ***'Making the right choice'***.

All pupils will be reminded of the 'School Behaviour Chart' and consequences will be dependent on the age of the child with the minimum consequence for the maximum effectiveness. Actions will also be considered under the current circumstances whilst COVID-19 is still present. **See Appendix 1 'School Behaviour Chart'. Reasonable adjustments will be needed.**

### **Rewards**

All rewards will be verbal and on an individual basis and pupils will continue to be praised and encouraged.

### **Celebration Assembly**

Assemblies will not take place at this current time. Future assemblies maybe led by the Headteacher/SLT via Microsoft Teams.

### **Restorative Practice**

Restorative Practice will take place verbally, ensuring social distancing at all times, 2 meters apart with only the pupils who have had the disagreement, those pupils needing to discuss an issue and with those pupils who are asked to discuss the issues. Four key questions are included (along with others if needed):

1. What happened?
2. What were you thinking/feeling at the time?
3. What can we do to make this better?
4. What would we do differently next time?

The 'restorative chat' will take place ensuring a safe 2 metre distance is kept between staff and pupils. Incidents will not be recorded by staff, and pupils will not sign the record. All parties will be asked verbally if they agree and then discuss the way forward in eliminating any further incidents/issues.

All parties will continue to be given the opportunity to discuss the issue in a calm and mature way. The member of staff dealing with the issue will do so in a calm and restorative manner and be mindful about the well-being of pupils who are struggling with adjustments to new ways of learning.

Consequences will still be given with the aim of the minimum consequence for the maximum effectiveness. If the incident is deemed serious then SLT (and if needed the Headteacher) will be informed. If needed, parents will be informed of

any issues via e-mail, phone call or speaking briefly at the end of the day ensuring social distancing at all times. It will be at the discretion of the Headteacher and seriousness/frequency of the incident if a formal meeting between all parties is necessary. Only essential meetings will take place.

### **Consequences within Groups of Children**

Children will now be working in small groups supported by a teacher, HLTA or TA. If a child misbehaves this will be dealt with by the staff member in charge of the group. Where the problem is considered to be serious (i.e. persistent offending, physical assault, use of foul language, rudeness or inappropriate behaviour), it should be referred to the Senior Leadership Team and then the Headteacher if necessary.

### **Additional Behavioural Needs - Behaviour Plans**

Children who present with a pattern of behaviour issues may have a Behaviour Plan in place in order to support staff in dealing with specific situations. If it is deemed that the child is putting themselves, peers or staff at risk this will be passed to the Headteacher. All staff will be made aware of Behaviour Plans when working with children needing additional support.

### **Physical Restraint**

It is important to remember that any restraint should be in line with Carmarthenshire County Council's guidelines. Restraint measures must also take into account social distancing guidance and the overall safety and well-being of both pupils and staff.

.

.

<u><b>Ymddygiad</b></u> *Good Manners *Sharing *Being polite *Good listening *Following class values *Being honest *Being gentle	<u><b>Ymddygiad</b></u> *Not listening *Shouting out *Disturbing others	<u><b>Ymddygiad</b></u> *Refusing to work *Ignoring adults *Leaving the classroom *Bad language *Arguing with peers	<u><b>Ymddygiad</b></u> *Throwing objects *Hurting self *Swearing at people *Damage to property *Shouting at staff *Persistent refusals	<u><b>Ymddygiad</b></u> *Physical violence (hitting, kicking, spitting, strangling) *Persistent bullying, including cyber. *Stealing *Inappropriate remarks / gestures *Leaving school premises
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<u><b>Clod:</b></u> *Golden band *Teacher / SLT praise *Parents informed *Share with whole school	<u><b>Canlyniad</b></u> *Use of class chart *Restorative Practise Completed	<u><b>Canlyniad</b></u> * Use of class chart *Restorative Practise Completed	<u><b>Canlyniad</b></u> *Teacher/SLT involvement *Restorative Practice Completed *Parents informed *Missing whole play time *Possible class exclusion if persistent	<u><b>Canlyniad</b></u> *HT/SLT involvement *Class or School Exclusion *Restorative Conference (with parents )