



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 & 12 (CRC)

Behaviour Policy

Aims and expectations

It is a primary aim of our school that every member of the school community feels safe, valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Promoting good behaviour is the responsibility of all staff.

The school has a number of school rules. This is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Teachers have the right to teach, and pupils have the right to learn in a classroom free from disruptive behaviour – a classroom that both reflects teachers' own behavioural expectations and creates an atmosphere in which pupil self-esteem can flourish.

'Official' School Rules

1. Be proud of Ysgol Gymraeg Pontybrenin
2. Speak Welsh
3. Care for everyone and everything
4. Respect your environment
5. Move sensibly

General Rules for the School

1. Bullying and racism are always unacceptable behavior. Fortunately, most pupils at our school show a caring, responsible attitude.
2. Children are expected to be polite and helpful at all times. Dangerous and irresponsible behaviour, swearing and bad language are not acceptable.
3. Children are expected to walk around the school and make way or hold doors open for younger children and adults.
4. To keep the school as "Eco friendly" as possible. Litter is to be placed in the containers provided around the school. We recycle paper, cardboard and milk cartons. We switch off electricity when it is not needed, compost bio-degradable materials, close doors and turn off taps after use.

5. Children must not bring toys or games (including balls) to school, except with special permission, e.g. as part of a class project. For those who disregard this rule, and whose belongings disappear or are broken, the school will not be held responsible.
6. Chewing gum, sweets and lollipops are not allowed in school.
7. Children should not be in the school buildings before 8.40am (other than those who attend breakfast club), after school is finished (other than those who attend after school clubs) or during playtimes, except with special permission.
8. Children should not come to school before 8.40am, unless they are attending Breakfast Club.
9. Children are expected to change clothing and footwear for P.E, Swimming and Games.
P.E. Indoors: Shorts and T-shirt
P.E. Games Outdoors: Change of clothing is required, otherwise children will not be allowed to participate in the lesson.
* N.B. Jewellery is not allowed to be worn during P.E., Games lessons.
10. If a child is absent or expected to be absent, an explanation is required from parents, written or verbal. Children are not allowed to leave the school premises unaccompanied during the school session, unless parents request this in writing – this includes the lunch period if children usually stay for lunch.
11. Unbreakable containers for drinks should be brought. Glass bottles are not allowed. Neither are fizzy drinks.

Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- teachers award children 'behaviour points' on a daily basis in conjunction with our behavior charts which are displayed in each class;
- Every Friday we hold an "Awards Assembly" where children in each class are rewarded for their efforts. We distribute certificates to children either for consistent good behaviour or work, or to acknowledge outstanding effort or acts of kindness in school.
- Lunch time supervisors also nominate children to receive praise at the Awards Assembly.
- Class teachers award personal rewards (stickers and stamps in Early Years) to acknowledge effort, good behaviour etc.

The school employs a visible behavior system, with charts in each classroom, outlining individual behaviour through a coloured card system, i.e green card – excellent behavior, yellow card – first warning etc. Appropriate sanctions are used to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Restorative Practice

Ysgol Gymraeg Pontybrenin implements restorative approaches, also known as Restorative Practice, to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. Restorative approaches have been found very effective in improving behaviour and learning in primary school settings where implemented as a whole school approach. Using a restorative approach to behaviour management has helped cut down on the number of incidents of poor behaviour.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

If a child threatens, hurts or bullies another pupil, the class teacher will implement our restorative practice strategies with both parties, and the perpetrator will be punished according.

If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules and school aims with each class. In addition to the school rules each teacher uses various strategies and tactics to encourage positive behaviour and attitude within their own classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of inappropriate behaviour, the class teacher discusses these with the whole class at the earliest convenient time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (see anti-bullying policy)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, or a member of staff. The actions that we take are in line with government/local authority guidelines on the restraint of children.

In more serious cases of misbehaviour, parents are expected to be involved in discussions and participate in the agreements, contracts and behaviour plans concerning future conduct of their children. This would also include the implementation of severe sanctions including instances whereby it proves necessary to suspend / exclude children from school.

To address important learning for the social curriculum, the pupils should be regularly reminded by teachers exactly what is meant / expected by these terms. The pupils themselves helped to identify the misbehaviours as follows:

1. **FIGHTING** – any physical abuse, identified collectively as
HANDS / ARMS – slapping, hitting, punching, pinching, scrambling, pushing, poking, pulling-hair, elbowing, swinging others around, picking others up and dropping.
FEET / LEGS – kicking, tripping, kneeing, stamping, treading on toes.

MOUTHS – biting, spitting, kissing.

OTHER – barging, bumping, thumping.
2. **VERBAL ABUSE** – the disrespect of any pupil or adult, through the use of unkind taunts. Swearing is treated as an issue for particularly strong sanction.

1 and 2 should also be disallowed in the context of play. Particular play activities such as *mob* and *British Bulldog* are not allowed on the playground. Pupils are asked to report problems or concerns such as abuse and bullying to **any** supervising adult.
3. **DISRESPECT FOR PROPERTY** – the hiding or damage to other pupil's property such as hiding coats, throwing coats or bags down the toilet, kicking a ball deliberately out of the school grounds, will not be tolerated. The same applies to the school building and environment, such as the kicking of doors, tearing of work on display, stealing or interfering with food in other pupil's lunch boxes, pencil cases etc. The tampering of fire alarms and firefighting equipment is to be treated seriously and sanctioned accordingly.
4. **TRESPASS INTO AN UNAUTHORISED AREA** – the safety and security of each child in our care is of paramount importance. The return to **classrooms** without permission or supervision is absolutely forbidden. No pupil is to be left in a classroom without supervision. Pupils who are ill may be allowed to sit in the main foyer. Only pupils who have specific permission will be allowed to stay in this area.
5. **LEAVING THE SCHOOL PREMISES** – pupils who leave school, without consent or knowledge are putting themselves at unacceptable risk. Pupils who may experience problems during playtimes or dinner times must report their difficulties to the supervising adults on duty, who must take the problems seriously. Pupils concerns will if necessary be followed up by other teachers, or if seriously enough by the Headteacher. Pupils at no time, during the day, leave the site without permission, to go home to parents, relatives, friends, neighbours etc. Pupils who leave the school without authorisation for whatever reasons will always be sanctioned accordingly. Parents and police will be called as the child is a missing person.

Pupils who refuse or choose not to comply with our expectations of them must expect the school to take action against their inappropriate behaviour. We prefer to express our sanctions as consequences. In this way pupils are made to understand that consequences are about choice. A pupil can, therefore, choose or not choose a consequence.

Consequences are **chosen** only if a pupil **chooses** to break the school rules and involve themselves in inappropriate and unacceptable actions and behaviour.

Involving pupils in supporting behaviour

The school operates a Buddy scheme at breaktimes to support younger pupils on the yard. These Year 6 pupils, designated as 'Y Criw Cyfeillgar' (The Friendly Crew) buddy up with lonely pupils, help resolve issues between other pupils and also lead pupils in play through organised activities. The School Council, following regular 'class council' meetings, feedback to staff on issues that arise on the yard. These issues are then addressed by the headteacher and School Council via morning assembly.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom strategies consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves in class, the class teacher will record this via the behavior chart. This will be the case for the first warning (yellow card) and the second warning (red card). These cards will result in children losing a part, or all, of their breaktime. If however, the misbehaviour continues and the child reaches the next card on the chart, the 'black cloud' card, the headteacher will be informed. The headteacher will then decide, on a case by case basis, an appropriate sanction for that child, which will usually involve contacting the child's parents and possibly invited them into school to discuss the issue. The school firmly believes that each day represents a fresh start for all children, therefore every child starts each day on a green card (excellent behaviour), regardless of the card on which they finished the previous day.

Where a child's behavior continues to prove challenging over a period of time, the class teacher, through the SENCO, liaises with external agencies to support and guide the progress of that child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the continued misbehaviour or welfare of a child.

The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the positive behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions follow Local Authority guidelines.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We refer to school rules and aims in the Home School Agreement and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (see complaints policy)

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school positive behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Equal Opportunity and Disability

As part of our overarching aim for pupils to fulfil their full potential across the curriculum we will endeavour to ensure that all children are given the necessary support to access learning in this area in line with our equal opportunity and disability scheme.

Policy Adoption

Date of Review by Governing Body: 21/11/23

Date Endorsed and ratified by Full Governing Body: 21/11/23

Chair of Governors Signature: