



# Behaviour Policy: School Readiness & Well-being

[illegible]

### **Policy status**

Statutory with three yearly review.

### **Consultation**

This policy was established and reviewed by all the school staff in consultation with the Governing Body.

### **Review:**

The policy will be reviewed in line with the school's review cycle. However, the Governors may review the policy earlier if the Governing Body receives recommendations on how the policy might be improved. This policy is a working document.

### **Roles and responsibilities of the Governing Body**

- Support the school in the implementation of the policy.
- Inform the Headteacher, when necessary, about behaviour issues so this can be taken into consideration
- Review the effectiveness of the policy.

### **Mission Statement**

At Ysgol Maes Owen we work together to provide the children in our care with an excellent education, whilst nurturing and caring for their needs as they develop and grow.

We strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together supportively. This will enable all learners to reach their full potential, emotionally, socially and intellectually.

Our whole-school motto is; '***Aim to learn, learn to succeed/Anelu at ddysgu, dysgu i lwyddo***' and this encompasses all that we do. We aim to learn about life-long behaviours as well as curriculum content to ensure that all learners are fully equipped with the social skills and education necessary to secure future successes.

*Our school's core values/learning powers are:*

***Being Cooperative, Enjoying Learning, Never Giving Up, Concentrating, Being Imaginative, Being Curious, Keeping Improving and Having a Go.***

*To ensure we are successful with all of this we need to:*

Respect Ourselves – Parchwch ein hunain  
Respect each other – Parchwch eich gilydd  
Respect our school – Parchwch ein Ysgol

We do this by planning for each child as an individual; ensuring support and challenge in all areas. We facilitate this through a whole school approach (see Appendix II) of working together and creating clear routes of communication. Confidence in a school comes from knowing and understanding what is happening within it. We aim to involve all parents, families, guardians and members of our local community in our school life. We believe that all adults involved in a child's life have a direct impact and by working together we can ensure success.

We pride ourselves on having an open-door policy and view it as the first step in the process of partnership between home and school.

## **Aims**

This policy aims to uphold the behaviour principles agreed by the staff and:

- Provide a consistent, whole-school approach to behaviour management in our school.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how learners are expected to behave.
- Summarise the roles and responsibilities of different people in the school community about behaviour management.

## **Purpose**

- **Promote Accountability and Responsibility:** to foster a sense of accountability and responsibility among learners. By emphasising the impact of their actions on others and providing opportunities for reflection and repair, these practices encourage learners to take ownership of their behaviour and its consequences.
- **Cultivate Positive Relationships:** Restorative practice prioritises the building and nurturing of positive relationships within the school community. By focusing on dialogue, understanding and empathy, these practices help repair harm caused by negative behaviour and create a supportive environment where learners feel valued, respected and connected.
- **Develop Conflict Resolution Skills:** equipping learners with effective conflict resolution skills. Instead of resorting to punitive measures, these practices encourage learners to engage in dialogue, active listening and problem-solving techniques to address conflicts and repair relationships.
- **Enhance Learning and Well-being:** The purpose of restorative practices and pro active behaviour policy is to create a conducive learning environment where all learners can thrive academically, emotionally and socially.

## **Choice**

At Ysgol Maes Owen, we foster a culture of personal responsibility and empower our learners to effectively manage and understand their actions. We place great emphasis on cultivating empathy, encouraging our learners to consider the perspectives of others and the broader global community. Through numerous collaborative opportunities, we aim to promote tolerance, acceptance of diverse opinions and a strong sense of belonging within our school community.

We firmly believe in maintaining a safe and supportive environment where no learner is subjected to humiliation or shame. Instead, we strive to guide learners towards making positive choices and provide them with opportunities for reflection and restitution when they fall short of those ideals. We believe in the power of learning from mistakes and working towards personal growth and improvement.

## **Philosophy**

At Ysgol Maes Owen, we hold high standards for our learners and encourage them to strive for excellence. It is the shared responsibility of staff and learners to maintain our school expectations. Through proactive restorative practice, we build close class communities where all learners feel safe, valued and have a sense of belonging.

We prioritise positive language and behaviour, fostering meaningful relationships. When unwanted behaviours arise, we use restorative approaches to teach learners the impact of their actions. By embracing this approach, we empower learners to make responsible choices. Learners at Ysgol Maes Owen are accountable for their behaviour and accept challenges and logical consequences.

For occasions where unwanted behaviours arise, we use restorative approaches as outlined in this policy to help learners understand the impact of their actions and behaviour. This is done through a structured restorative conversation in which we guide and teach the learners how to make things right. We believe that by using this restorative approach we are giving learners the skills to independently make better, more responsible and more informed choices in the future.

## **Expectations**

Staff are expected to:

- Clearly communicate expectations and boundaries to learners, ensuring they understand behaviour, expectations, routines and academic standards.
- Promote respect and positive behaviour among learners, fostering a culture of inclusivity.
- Encourage self-reflection and accountability when learners make negative choices, guiding them toward positive alternatives.
- Foster self-motivation and independence by providing opportunities for learners to take ownership of their learning.

- Cultivate self-esteem and self-respect in learners by recognising their strengths and achievements.
- Celebrate learners' efforts and accomplishments to motivate and inspire them.
- Maintain a clean, tidy organised and engaging learning environment tailored to individual learner needs.
- Respect learners' perspectives and create a safe space for open dialogue.
- Lead by example, demonstrating high standards of presentation, respect and learning behaviours.
- Collaborate with relevant staff members to support and guide each learner's progress.
- By implementing these strategies, you can create a consistent and supportive learning environment aligned with the principles of high-performance education.

Children are expected to:

- Demonstrate respect towards staff, peers and the learning environment at Ysgol Maes Owen.
- Uphold the positive reputation of Ysgol Maes Owen in the community, both within and outside of school premises.
- Comply with the anti-bullying procedures and promptly report any instances of bullying to a staff member.
- Receive fair and equitable treatment and actively contribute to establishing classroom rules that align with the behaviour policy.
- Benefit from consistent and encouraging support from staff members to foster positive behaviour.
- Understand the behaviours that contribute to success at Ysgol Maes Owen.
- Embody the core values in all aspects of academic, personal and social life at Ysgol Maes Owen.

### **Rewards**

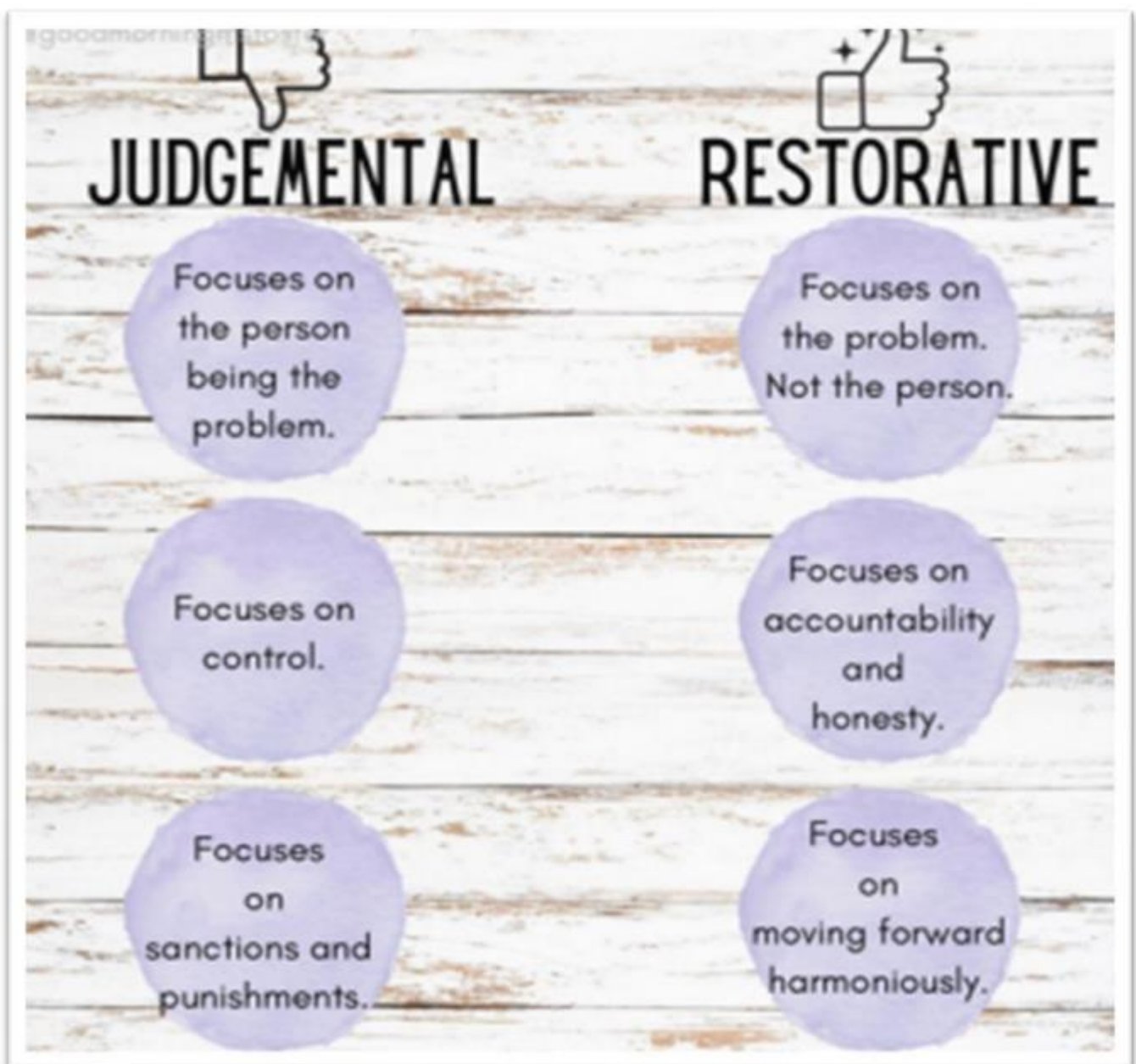
At Ysgol Maes Owen, we aim to promote a positive learning environment in which all learners are able to succeed through positive behaviour support systems. Our reward system is based upon rewarding effort over achievement. We aim to encourage the children to develop intrinsic motivation and pride in their work through our school values. To facilitate this, children can receive recognition of their positive behaviour and attitude through a range of rewards to celebrate their successes which can be given according to one of our core values.

Positive behaviours and good choices that follow our core values are celebrated daily through the counter system. Classes also aim to receive a Class Reward through working together on positive behaviours.

## Restorative Practice

At Ysgol Maes Owen we use restorative practice to support learner's 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 so that they 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



Restorative conversations can only take place when a learner is regulated. In order to do this, they may require time. Staff must use their judgement for this. Restorative conversations should follow a clear, systematic structure. This approach enables the child to feel safe and supported. Try to have this conversation in a private place. Learners will reflect in the Reflection Book and we will go through it with them to reflect on their behaviour, and the situation and find a positive outcome using the reflection sheet as a prompt to structure the conversation

### **Restorative Practice Key Questions and Language**

1. What happened?
2. How were you feeling?
3. What was the impact of your choice?
4. What can you do to make it right?

This will give the learner a chance to reflect on their behaviour without fear of judgement and they will feel supported. From there, an appropriate next step will be decided between the teacher and the learner. Sometimes the learner will need some reflection time before deciding on the next step.

### **Consequences**

Where possible, use logical consequences (see Appendix IIII):

- You broke something - You fix it.
- You didn't do your work - You do it now.
- You misused equipment - You don't use it anymore (or for a fixed period.)
- You made a mess - You clean it up.

There will be times when this is not possible. In these instances, follow the behaviour escalation path in (see Appendix I and III).

When learners exhibit undesirable behaviour (please refer to the behaviour matrix for a list of behaviours to identify how the behaviour should be treated).

**Level 1** behaviour should be dealt with by the member of staff who encounters it, following the policy and applying the appropriate consequence.

**Level 2** behaviour should be reported to the class teacher who will talk to the child and deal with it accordingly. This will be recorded on the class behaviour log. The class teacher will decide on the appropriate consequences.

**Level 3** behaviour should be reported to a member of SLT. At this stage parents/guardians will be informed and the incident needs to be recorded on the class behaviour log. SLT will decide what the consequence will be.

**Level 4** behaviour should be reported immediately to the Headteacher or Deputy Headteacher (in HT's absence). At this stage parents/guardians may be informed and where necessary, they will be invited to a meeting. The incident will be recorded on the class behaviour log and HT/DHT will decide on the appropriate consequences. An incident report will be completed.

### **Extreme/Persistent Behaviours**

All behaviour concerns will be recorded on the weekly behaviour log and monitored for patterns of behaviour or recurring negative behaviours. If a learner receives 3 warnings or more in a week, they will see the Headteacher (DHT if the HT is unavailable) to discuss the behaviour concerns and plan a proactive way to improve behaviour. This is in addition to any consequence they may have received.

**Extreme Clause** – see Appendix I

### **Neurodiversity**

Effectively managing the behaviour of neurodiverse learners requires a comprehensive approach that fosters understanding and collaboration. Teachers will need to make adaptations to support the behaviour of different children. For learners who are neurodiverse, a discussion should be held with the inclusion team to gain insights into each learner's unique needs and challenges and which strategies would best support this. Drawing from these conversations, tailored strategies are then developed, aligning with the principles of restorative and inclusive practices. These strategies encompass a range of approaches, including visual supports, sensory accommodations, and individualised behaviour plans that consider triggers and preferred coping mechanisms. By embracing restorative principles, such as active listening, empathy, and promoting positive relationships, educators can holistically address behavioural issues and work towards changing the negative behaviours. Regular reviews and adjustments of strategies, in consultation with the ALNCo, should be held to ensure a supportive and inclusive environment where neurodiverse pupils can thrive academically and socially.

The primary aim of this policy is to promote appropriate behaviours and celebrate success. We have clear school rules to support this. Having high expectations, being positive role models and rewarding pupils enables us to promote positive behaviours. This policy is designed to promote appropriate and positive behaviour rather than merely deter anti-social or inappropriate behaviour.

### **Implementation**

Positive behaviours according to our school rules and values are celebrated daily through the counter system. Learners work towards a whole school reward each half term by earning counters for positive behaviours and attitudes. School Council liaises with classes to decide and vote on the



rewards – this makes the reward more meaningful to our learners and promotes democracy within the school. Classes also aim to receive a Class Reward through working together on positive behaviours – this reward is chosen by learners and their class teacher.

- Unacceptable behaviours may result in a consequence, including; loss of privileges, loss of free time, internal/external exclusion
- Behaviour Logbooks collected every week, behaviours tracked and managed through restorative practices and proactive strategies/interventions
- The school keeps a variety of records of incidents of unacceptable behaviour – class behaviour logbook, reflection book, Headteacher's records, home/school diaries.

### **Equal Opportunities**

All children have access to a broad and balanced curriculum.

The curriculum will be adapted appropriately to meet the diverse needs of our children. All children have the right to be included in the life of the school. (see Strategic Equality Plan for further information)

### **Arrangements for policy monitoring and evaluation**

*The effectiveness of this policy will be regularly monitored by the Headteacher, Deputy Headteacher and Leader of Teaching and Learning - Inclusion*

**This policy is available on the school website, and in translation, on request.**