



Behaviour Policy: School Readiness & Well-being

Policy reviewed: *Autumn 2020*
Policy valid until: *Autumn 2021*
Policy owned by: *The Headteacher*

Headteacher: _____

For and on behalf of the Governing Body: _____

Policy status

Statutory with Annual Review

Consultation

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

Purpose and 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 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 curriculum content to ensure that all learners are fully equipped with the social and 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 ei gilydd
Respect our school – Parchwch ein Ysgol

We do this by planning and providing for each child as an individual; ensuring support and challenge in all areas. We believe that this is only possible through 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. We sincerely 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 a process of partnership between home and school.

Aims

- To improve readiness for learning
- To develop the key behaviours required for lifelong learning.
- To enable all pupils to be confident, capable and independent learners.
- For pupils to be able to engage with new, unfamiliar experiences, ideas and people.
- To show an interest in their work and sustain concentration.
- To seek solutions when the first approach is unsuccessful.
- Ready to learn at the start of lessons
- Able to work in a range of ways e.g. independently, small group or whole class.
- Respect the contribution of others e.g. by allowing others to speak or by remaining calm when others disagree.
- Demonstrate appropriate behaviour around the school and activities such as whole school assemblies.
- To be considerate and relate well to their peers and others.

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. (See Appendix I 'Rewards and Consequences'). This policy is designed to promote appropriate and positive behaviour rather than merely deter anti-social or inappropriate behaviour.

Roles and responsibilities of Behaviours Leader/Headteacher

- Implement the policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of unacceptable behaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary.
- Be aware of and understand his/her rights and responsibilities (see Appendix II).
- The Headteacher (Deputy Headteacher in their absence) has the responsibility for giving in-house exclusions. The Headteacher (Deputy Headteacher in their absence) has the responsibility for giving Fixed Term Exclusions. Exclusions to individual children for serious acts of misbehaviour. The Headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors and LA have been notified.

Roles and responsibilities of other staff

- Give opportunities to develop interpersonal and social skills.
- Offer a curriculum that enables pupils to engage.
- Give the opportunity to work in groups.
- Make sure that pupils listen, are listened to and value others.
- Enable pupils to gain the ability to make choices about their behaviour.
- Enable pupils to be confident about their learning and enjoy it.
- Enable pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model.
- Reward/praise positive behaviours.
- Use the behaviours log when necessary.
- Ensure the pupils in their class know and understand the core values.
- Inform parents about their child's welfare or behaviours and, where necessary, work alongside parents.
- Be aware of and understand their rights and responsibilities (see Appendix II).

Roles and responsibilities of pupils

- Respect and care for others.
- Listen to others.
- Learn/work co-operatively.
- Understand the school's core values.
- Resolve disputes positively.
- Value and take responsibility for their environment.
- When necessary carry out self-monitoring.
- Be aware of and understand their rights and responsibilities (see Appendix II).
- Be aware of their own emotions and actions and take responsibility for these.

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.

Implementation

See appendices.

Equal Opportunities

All children have access to a broad and balanced curriculum.

The curriculum will be differentiated 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 and Teacher in Charge of Behaviours.

- Positive behaviours according to the core values are celebrated daily through the counter system. Classes also aim to receive a Class Reward through working together on positive behaviours.
- Unacceptable behaviours may result in loss of part of a lunchtime. (see Appendix 1 – Rewards and Consequences).
- Behaviour Logbooks collected every week, behaviours tracked.
- The school keeps a variety of records of incidents of unacceptable behaviour – class behaviour logbook, reflection book, Headteacher's records, home/school diaries.

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. Ysgol Maes Owen is working alongside GwE and Bangor University as part of a three year School Readiness and Well-being Project to address pupils' needs systematically and through school-led systems based on evidence and research.

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

APPENDIX I - Rewards and Consequences*(displayed clearly in all classes)***Rewards:**

To reinforce good work/learning, behaviour and attitude based on the core values we use:-

- Verbal praise.
- Counters system towards a whole school reward selected by the School Council.
- Weekly merit certificate given out during Celebration Service.
- Pupil's work displayed throughout the school.
- Children sent to Head teacher to show their work.
- Headteacher eats with chosen pupils on a Monday lunchtime
- Whole class reward system (class vote for reward eg. Pyjama party, DVD afternoon).
- Individual classes aim to work together for a whole class reward.
- Classes highlighted and congratulated in Celebration Service (Behaviour Logs monitored weekly).

Consequences:

Stage	Examples of Behaviour	Consequence	Comments
Chance	Swinging on chair Interrupting/calling out Losing concentration/Going off task Running inside the school building Ignoring instructions Silly noises Pushing in line	Quiet reminder. Chance marked in Behaviour Logbook, a dot next to their name.	Behaviour log to be filled in, comments may be written.
Warning 1	Repeated behaviour from above after receiving a chance. Swinging on chair Interrupting/calling out Losing concentration/Going off task Running inside the school building Ignoring instructions Silly noises Pushing in line	Warning 1 circled in Behaviour Logbook.	Behaviour log to be filled in, comments may be written.
Warning 2	Persistent Warning 1 behaviour Use of bad language Throwing objects Continued or more serious cheek/challenge to authority Repeated refusal to do set task Offensive remarks to children	Warning 2 circled in Behaviour Logbook. Reflection Time for 5 minutes to one side in the classroom	Behaviour log to be filled in, comments may be written. If persistent over a few weeks – a phone call may be made to inform parents.
Warning 3	Persistent Warning 2 behaviour Persistent swearing Throwing objects with intent to harm Harming someone so they need medical help Continued or more serious cheek/challenge to authority Stealing Repeated refusal to do set	Warning 3 circled in Behaviour Logbook. Sent to Head of Upper School/ Head of Lower School/ Teacher in Charge of Behaviour – writes in Reflection Book.	Behaviour log to be filled in, comments may be written. Behaviour to be monitored by Class teacher/ Head of Behaviour/ Headteacher. If persistent over a few

	task Highly offensive remarks to children authority Leaving school grounds without permission		weeks – a phone call may be made to parents/ possibly leading to a letter sent home.
Warning 4	Persistent Warning 3 behaviour Bullying Fighting Racism Violence Very serious challenge to authority	Warning 4 circled in Behaviour Logbook. Sent to Headteacher/ Deputy Headteacher/ Teacher in Charge of Behaviour	Behaviour log to be filled in, comments written. Incident recorded in Bullying Log if required. Behaviour to be monitored by Class teacher/ Head of Behaviour/ Headteacher. If persistent over a few weeks – Behaviour Procedures followed (see Appendix III)
Extreme Clause	Persistent Warning 3 behaviour Persistent verbal abuse to a member of staff Physical abuse to any member of staff/adult Malicious physical assault on another pupil	Sent to Headteacher (Sanction decided by Headteacher - This will be decided by severity of behaviour see Appendix III)	Behaviour log to be filled in, comments written. Behaviour to be monitored by Class teacher/ Head of Behaviour/ Headteacher

**** Each Friday, Warnings for the week will be collated each Friday and any patterns in the accumulation of Warnings will be dealt with by the Headteacher in line with the Consequences as laid out for an 'Extreme Clause' ****

Trips

Attendance on school trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable, they will not be accepted on a trip. The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour, which is deemed to not live up to our school code of conduct.

APPENDIX II – Rights and Responsibilities

Staff

Rights	Responsibilities
To be supported by peers, SMT and County Behaviour Support.	To ask for support when needed. To offer support to peers and SMT.
To be listened to. To share opinions.	To listen to others. To give opinions in a constructive manner.
To be treated courteously by all others in the school community.	To model courteous behaviour. To recognise and acknowledge positive behaviour in others.
To be made fully aware of the school's system, policies, expectations.	To seek information and use lines of communication.
To receive appropriate training to increase skills and knowledge in behaviour management.	To support others in their skills and knowledge in promoting positive behaviour. To acknowledge areas of own behaviour management skills and knowledge that could be developed. To try/use and evaluate new approaches.

Pupils

Rights	Responsibilities
To be treated with respect.	To behave respectfully towards others.
To be safe.	To behave in a way that keeps others and self safe.
To learn.	To be willing to learn. To allow others to learn. To attend school regularly.
To make mistakes.	To own mistakes and learn from them. To allow others to make mistakes.
To be listened to.	To give opinions in a constructive manner. To listen to others.

Parents/Carers

Rights	Responsibilities
To be treated with respect.	To behave respectfully towards others.
To be kept informed about their child's progress.	To talk to teachers if they have any concerns. To talk to their child about what he/she does in school. To ensure their child attends school regularly.
To be listened to.	To listen to others.
To have access to information on the school's procedures for positive behaviour.	To acknowledge/respond to information and share concerns.
To have concerns taken seriously.	To share concerns constructively.

APPENDIX III – Procedures

Stage 1

Persistent unacceptable behaviour over a few weeks – Parents informed of regular warnings given.

Stage 2

Continued behaviour resulting in regular warnings – Parents invited to a meeting with Class Teacher and Headteacher.

Stage 3

Referral to County Behaviour Support Team, Parents informed.

Extreme Clause Behaviour

Phone call / In-house exclusion / Fixed term exclusion / Permanent exclusion

Individual Behaviour Plans (IBPs)

If a child displays regular difficulties with their behaviour, Individual Behaviour Plans are drawn up. These are written by the Class teacher and the child. They are reviewed regularly every half term.