

Ysgol Gynradd Gymunedol Gymraeg Llantrisant



SCHOOL POLICY DOCUMENT

A WHOLE SCHOOL POSITIVE BEHAVIOUR STRATEGY

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A Whole School Positive Behaviour Strategy

Foreword

A school's central purpose is concerned with children's learning. Good behaviour makes both effective teaching and learning possible. Bad behaviour disrupts these processes. At YGGG Llantrisant, we believe in the right to teach and the right to learn.

We promote and encourage:

- the individual's independence and responsibility for their behaviour;
- the pupil's ownership of his/her behaviour;
- encouraging good behaviour;
- respect for others;
- attendance and punctuality.

We believe that behaviour is considered to be a positive thing and therefore the emphasis of the school's behaviour strategy should be on REWARD rather than on PUNISHMENT.

It has been a strategy of the school to maintain that good behaviour is concerned with behaviour, tolerance, appearance and good manners and to ensure that every member of the school community feels valued and respected.

Aims and Objectives

The aim of this strategy is to provide structure, order and direction to the daily life in our school. The main objective is to promote and develop a positive ethos which motivates within an environment which provides opportunities to:

- raise standards
- develop individuals
- maintain consistency throughout the whole school
- To ensure the safety and wellbeing of all

With everything taken into consideration, its main purpose is to provide a foundation for success.

Context

Full co-operation of parents is expected in all matters concerning behaviour and school rules.

Emphasis will be placed on building and nurturing a sense of responsibility for behaviour in a happy environment. There will be a positive attempt, at all times, to praise and draw attention to good behaviour, good manners, hard work, effort and kindness to others.

All school rules must be clearly explained to all pupils and all school rules must be understood by all pupils. The rules also need to be consistently implemented throughout the school.

A Positive Approach

An effective behaviour policy is one that tries to guide children towards self-esteem and self-discipline at a high level. Consequently, self-discipline arises from good relationships and setting expectations for good behaviour.

The YGGG Llantrisant Code of Conduct

Reward Structure

In Nursery, Reception, Year 1 and Year 2, a praise chart is placed in each classroom - in the form of a rocket. Children will work their way up through the 5 sections of the chart through good behavior or improvement. When a child reaches the top of the chart ("Reach the Stars"), they will receive a star on J2Stars on Hwb and the child will choose a special credit e.g. for speaking Welsh, for listening well" etc.

When a child reaches 5 stars they will receive a small prize e.g. pencil, small coloring book (no sweets / chocolate). There will be another reward after 10 stars, 15 stars, 20 stars etc.

It is important that pupils are familiar with the school ethos and the Behaviour Code. In this context, pupils are rewarded for good behaviour. We will be using a positive system of rewarding which will include:

- Verbal praise
- Positive remarks in books
- Special address in the class or in an assembly
- Text message home to parents to notify them of good work or behaviour

We reinforce good behaviour by making pupils feel good about themselves. When pupils display behaviour that deserves a reward, then the following system is used in Years 3 to 6:

Star of the Week

Every week, an achiever of the week certificate is presented to a pupil who is believed to have made the best improvement during the weekly whole school assembly. A pupil which staff have witnessed good behaviour, courtesy, thinking of others etc. These certificates will be presented during the whole school assembly on a Friday.

During the whole school assembly on Friday morning, each class's Language Chart score is announced. The PS1/2 class with the highest score and the PS3 class with the highest score will gain credit. The two classes that have won the most times in a season will win a prize e.g. a day of wearing their own clothes.

Unacceptable Behaviour

When a pupil's behaviour is unacceptable, the school needs to have a system in place to ensure that the pupil realises that there are consequences to his or her actions. If there is an instance of inappropriate behaviour then the school must act appropriately.

The vast majority of instances of inappropriate behaviour can be dealt with immediately by the teacher without the need for any formal sanctions. The essential rule is that pupils behave in a civilized manner. If they don't do so, then it's important that their behaviour is corrected.

When behaviour is unacceptable, and it is displayed often, or if a member of staff is challenged deliberately then sanctions need to be considered. The key to successful behaviour is a consistent approach at all times which is carried out by all members of staff, because if any inappropriate behaviour is ignored the behaviour strategy will be jeopardised. Every member of staff will have to implement the strategy at all times and take responsibilities for ensuring good behaviour and not only for those pupils in his/her class.

Unacceptable Behaviour Sanctions

In order to create a positive atmosphere, our school must establish and encourage a healthy balance between punishments and rewards.

The list below starts with the less serious sanctions and ends with the most serious, but there may not be a definite order or starting point. The nature of the incident determines at what stage the sanctions start. *Reference should also be made to the 4 level, class-based strategies outlined in the school's Behaviour and Discipline policy.*

Step 1

Tactical ignoring

Avoiding unacceptable behaviour, drawing attention to acceptable behaviour.

Step 2

A simple address

A reminder of the rules, an explanation of the rule that is being broken, a quiet word e.g. 'where should you be?'

Step 3

Warning

A clear choice for the pupil, e.g. either you play without distracting others or I will move you.

Step 4

Break

Time off from the event in another class.

Step 5

Loss of privileges

Loss of play time, 5 to 10 minutes or lunch time, 10 to 20 minutes. The pupils should have the opportunity to go out for a while during a play session or lunch to ensure that they get fresh air and exercise. Depending on the nature of the event, it is possible for pupils to lose the privilege of attending an outing, being a member of a sports team, after school clubs etc. (The school will inform the parents in these cases).

Step 6

Written report by the Head Teacher

The pupils' names will be recorded with a short report of the incident in the behaviour book. Step 7 and 8 will be followed if there is a repeat of the same incident in the Behaviour book.

Step 7

Contact the parents

The Head Teacher or the Class Teacher contacts the parents to discuss the incidents and to work together to try to change the behaviour.

Step 8

Home Contact Book

Teachers and parents to keep a daily record of the pupil's behaviour for a period of time. If the behaviour improves after a specified period of time the contact book will end, but it will be possible to restart this if the behaviour worsens within a short period.

Stage 9

Implemented by the school

The pupil will be placed on the ALN stage Implemented by the School if the problem continues and an Individual Behaviour Plan will be drawn up.

Step 10

External Agencies

If all steps above fail we would contact external behaviour agencies and the pupil will be referred to the Educational Psychologist with the parents' permission.

From Step 6 onwards a written record of the pupil's behaviour pattern is kept for evidence.

Exclusion

We would only exclude a pupil if their behaviour is unacceptable, e.g. continue to use physical violence or if they undermine the discipline of the whole school. In these circumstances the Head Teacher must hold discussions with the Governing Board. It is the duty of the Governing Body to ensure that the policy is implemented and that they monitor the number of prohibitions and suspensions.

In order to ensure the effectiveness of the sanctions it is important to follow the guidelines below:

- It is important that there is a clear difference between the scene of an incident and a serious incident;
- To be clear with which behaviour is responsible for the sanction;
- The sanctions should be fair and discussed with the pupils;
- The sanctions should be used immediately when possible and followed consistently;
- Sanctions should only be used for a group if it is impossible to find the child responsible for the act;
- It is important that everyone is aware of the sanctions;
- The pupil's self-esteem should be respected.

A condensed 4 level class-based strategy will be operational at YGGG Llantrisant with each level reflecting the seriousness of the pupil's behaviour. The strategy is listed below:

Step 1 - warning

Step 2 - move to another part of the class

Step 3 - send to another class

Step 4 - send to the Head Teacher

Instances of Misbehaviour

This strategy is based on the principles of "3 strikes and out". Before any warning is issued officially, pupils are given the opportunity to rectify any inappropriate behaviour. Official warnings will only be issued to pupils for continued inappropriate behaviour.

The only time that a member of staff will intervene physically with a pupil if a pupil is at risk of harm. A reasonable force can be used to stop a pupil from harming another pupil or by protecting his/herself.

List of Possible Examples Inappropriate Behaviour

- Refusal to complete work
- Disturbing others at their work and off task behaviour
- Running in the school building
- Unnecessarily present in the school building at break and lunch time
- Anti-social behaviour to others.
- Attention seeking
- Temper Tantrums
- Interrupting
- Disrespecting the language of any lesson or class activity
- Out of seat behaviour
- Failure to carry out a request by an adult
- Answering back / interrupting
- Hitting out / Kicking at others
- Disrespect
- Bad language
- Violent behaviour
- Putting self/others at risk (e.g. Leaving the school grounds during school hours)
- Truancy
- Leaving School premises without permission

Behaviour System during our School Day

8:50 - 9:00 - Children to arrive at school. No children should be in the school building before 8:50 am apart from those attending breakfast clubs - these pupils are supervised.

9:00 – Start of school. Any late arrivals to go to the main entrance and be signed in by the parent / carer. If pupils arrive any later than 9:00 they will be marked as 'Late' in the Class Register. If pupils are absent from school then a letter (or phone call) will be required to confirm their whereabouts. If no such notification is received then their absence is marked as 'Unauthorised' in the Class Register and the School Clerk will contact the Local Authority's Attendance and Wellbeing Officer.

10:30 – Break Time. All pupils to their respective play areas. No pupil should be in the school building unless prior permission has been given. This is part of the Health and Safety Regulations. There are a set of rules regarding playtime. They are drawn up with the safety of the children in mind. During wet playtimes the pupils will be supervised in the classes by the staff on duty.

12.00 – (N, R, Yr 1 and 2) 12.15 (Years 3 to 6). Supervisory Staff on the school yard and hall become the eyes and ears of the teachers. The pupils will be expected to maintain a respectable level of behaviour while at the dinner table.

2:30 – Play time

3.30 – Home Time

Break Time Rules

Pupils can play any kind of game provided it is non-contact. At the end of each break time the school bell will ring. The pupils will walk to their lines. They will be sent into school, a class at a time.

Truancy

When pupils play truant, their parents will be notified immediately. A School Warning will also be issued. An external agency may also be involved. An appropriate form of punishment will be decided upon depending on the circumstances.

Appearance

These rules may seem strict to some. But, when our pupils leave YGGG Llantrisant, they move on to secondary schools which are even stricter regarding the appearance of their pupils.

School Uniform

It is hoped that pupils will wear the school uniform which has been approved by the staff, Governors, parents and pupils. Although not compulsory, it is considered that the school uniform makes a considerable contribution to the behaviour and the ethos of the school.

Hair

Pupils hair should be styled in an appropriate manner for school and artificial colours should be avoided. Any kind of hair styles which draw attention due to the severity of the cut and/or colour are to be discouraged. Pupils who persistently attend school with severe or outrageous hair styles and/or colours the Head Teacher or Deputy Head Teacher will discuss the issue with their parents / carers.

Makeup

Any pupil coming to school wearing makeup will be asked to remove it or the parents can come and collect their child in order to remove the make up at home.

Jewellery

Pupils are allowed to wear studded earrings to school and a wristwatch. All other types of jewellery are not permitted for Health and Safety reasons.

Parents

Parents have an important role to play in the education of their children and must be involved at an early stage when disciplinary problems are encountered. Reports to them must be positive and constructive with a welcoming environment for them at the school. New parents to the school are invited to meetings where they can be informed of disciplinary procedures as well as other features of the school. Parents can help by:

- Providing careful guidance at the home.
- Setting a good and consistent example.
- Avoiding permissive and harshly punitive responses to aggressive or other anti-social behaviour.
- Monitoring access to video and T.V. material and discouraging violent or anti-social messages.

The success of this strategy at YGGG Llantrisant will depend on the co-operation of parents, pupils and staff. To be effective, a successful partnership must exist where all concerned accept the necessity for a Code of Conduct, are aware of what that code is and will work towards its implementation.

