



A Policy for the Management of Pupil Behaviour for Ysgol Gymraeg Casnewydd



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A POLICY FOR THE MANAGEMENT OF PUPIL BEHAVIOUR

Introduction

This policy applies equally to all pupils and staff. However, it is acknowledged that some children may need Individual Plans with respect to behavioural targets and that an individual's needs may differ, for example, according to ability, culture or circumstances. It is our aim to encourage and teach appropriate behaviour and to provide a safe and secure learning environment for all pupils.

Through our mission statement, 'Meithrin Meddyliau Yfory' - 'Nurturing Tomorrow's Minds' and our whole-school ethos, Ysgol Gymraeg Casnewydd promotes the positive values that are essential for wellbeing and success. We use every possible opportunity to promote responsibility and fairness, thinking and reflecting on actions and respect for one another. We have a dedicated, high-quality Personal and Social Education programme as well as a creative curriculum that promotes thinking and discussion that specifically addresses aspects of moral and social awareness.

Assertive Discipline is a positive and supportive strategy for encouraging responsible behaviour from pupils, while at the same time clearly and assertively putting limits on disruptive and inappropriate behaviour. Parents are given information on our policy when their children begin school.

It involves:-

- Giving clear directions.
- Using positive repetition
- Continuous positive recognition
- Individual and class-wide rewards
- Dealing with misbehaviour

The Teaching of Responsible Behaviour

Part of the process of managing good behaviour in lessons involves the teaching of responsible behaviour.

Teachers' behaviour targets establish three fundamental needs or rights:

- the teacher's right to teach
- the pupils' right to learn
- the right to be safe, both psychologically and physically, in the classrooms.

Each class has a classroom rules poster that defines acceptable behaviour and has methods for motivating pupils to follow these rules, and a system for setting limits on unacceptable behaviour.



Classroom Rules

Staff have agreed rules common to all classes:-

- Follow directions
- Listen to the chosen speaker
- Keep hands, feet, objects and negative words to yourself.
- Use the correct level of voice
- Keep the 4 legs of the chair on the floor

Supportive Feedback in the Classroom

Staff support pupils who follow directions.

This takes the form of:

- Non-verbal feedback: e.g. a smile, an approving nod
- Verbal feedback, e.g. "This row have all taken their reading books out. Well done!"
- Incentives: this involves providing 'feedback' in a tangible format e.g. gold squares and good learner certificates, language tokens, growth mindset bracelets
- Class-wide rewards: e.g. marbles in a jar/ stars on the wall

Corrective Feedback in the Classroom

In the event of pupils not following the direction, the teacher applies corrective feedback. A choice is always given so the child understands the consequences of the behaviour.

This takes the form of:

- Prompt action to stop the misbehaviour, using non verbal, verbal or material disincentives
- Redirecting the child to the correct behaviour.
- Providing supportive feedback as soon as the child is back on task.

Equal Opportunity and Maximum Inclusion

- An individual's difficulties and needs can vary over time and in different settings. The school and individuals avoid "labelling" children and young people.
- All children have maximum access to the mainstream curriculum and children are educated, as far as possible, with their mainstream peer group.
- Policy, planning and action in the field of behaviour management is anti-discriminatory and conforms to the equal opportunity policy.



Respect for all

- Children and their teachers have the right to have difficulties in behaviour in school addressed without prejudice.
- All persons involved in difficulties in behaviour have the right to have their views and feelings taken into account at all times.
- Policy and practice actively promotes mutual respect for school, parents, all staff and children.

Code of Conduct

Away from the classroom environment, there are expectations of behaviour which apply throughout the school

- Follow directions
- Keep hands, feet and unkind words to yourself
- Walk quietly around the school
- Open the door to others
- Listen to the chosen speaker
- Speak Welsh

Whole School Rewards

- Good Learner certificate awarded each time a child has collected 10 gold squares.
- Good Learner certificate awarded to 2 pupils from each class every half term during a whole school assembly.
- A special certificate for outstanding behaviour is given by Mrs Parry the head teacher every half term during whole school assembly.
- Growth Mindset bracelets handed out in class when pupils show a good learning attitude
- Welsh Language bracelets are handed out and the child's name is put on a Dragon and hung on the hall's award tree each time a child has collected 10 language tokens. These are given when teachers hear the use of Welsh both inside and outside the classroom. This promotes the Welsh Language Charter.
- The 'Cymry Cŵl' award tokens for hearing Welsh during playtime. They tell the school which class won the most every Friday assembly. The winning class keep Fflam the dragon for a week and get 5 minutes extra playtime. This promotes the Welsh Language Charter.
- Excellent effort and work is sent to Mrs Parry the head teacher who may choose to use her golden or silver stamp or give the child a sticker.



- Excellent effort and work is sent to Team Leaders or other teachers to show their class.
- Standing well in lines on the yard earns the chance to read out the day's times table on the wall.

SANCTIONS/ CONSEQUENCES

Although we aim for high standards of discipline at all times, we acknowledge that no matter how effective a school might be, no matter how caring, imaginative, positive or willing there will be occasions when children will need greater help and support to achieve the self-discipline, respect and good manners that are called for. Therefore, we consider it important to have certain sanctions/ consequences in force throughout the school. It is emphasised throughout that the pupil is choosing the consequence as a result of their behaviour.

Consequences

Teachers follow an agreed approach to pupil misbehaviour:

- Look (Non-verbal action)
- Verbal warnings
- Removal from a group to a specified point (either within the class, the area or another area)
- Isolate for a set period at play-times (supervised)
- Send to Team leader (Mrs Philips - FPh, Miss Thomas - KS2, Mrs Davies - Skills, Miss Leyshon - AENCO)
- Parents are contacted
- Send to Head teacher (Mrs Parry) or Deputy Head teacher (Mrs Evans)
- The class teacher keeps a record of incidents.

Parents are asked to come in for a meeting in the event of serious or persistent offences. Further consequences include exclusion at lunchtime only and exclusion following legislation, although this is very rare. It is our aim to address challenging behaviour and to liaise with other agencies to find a way to enable a child to succeed.

Restorative Approaches

As a school, we use Restorative Justice techniques. Restorative Justice follows a format which encourages children to take responsibility for their own actions and the consequences of their actions. They are encouraged to rectify the incident and to resolve conflict through discussion and negotiation.

The five principles of Restorative Justice are:



1. What happened?
2. What were you thinking? What were you feeling?
3. Who's been affected?
4. What do you need to move on?
5. What could happen now to meet those needs and to repair the harm?

However, there may be a small core of pupils who need further assistance in reaching accepted levels of behaviour.

BEHAVIOUR PLANS

The vast majority of our pupils are well behaved and follow the rules of the school. However, there is a small minority who, despite continual warnings, do not conform. In these cases, following meetings with parents, a Behaviour Plan will be created.

Pupils whose behaviour gives cause for concern will be monitored and recorded in the formative notes for individual children on the staff shared system. A reward system will be created as an incentive for these pupils to behave well. If there is little or no improvement then a behaviour plan will be drawn up for them that may include (depending on a variety of factors) the use of Cwtsh - the school nurture group, work with the Educational Psychologist, observations and support from the Behaviour Advisory Service or a referral to Families First for support both at home and in school. In cases of extreme behaviour, after consultation with the Head teacher, the Educational Psychologist may refer a child to the Pupil Referral Unit. If a child's behaviour does not improve these plans will be used as evidence to temporarily or permanently exclude a child from the school.

EXCLUSIONS

In some cases, it may be necessary to exclude a pupil for a time. This step will only ever be considered after all other possible avenues have been explored. The Governors and Head teacher reserve the right in the case of persistent/extreme disruptive or physically aggressive behaviour to implement the sanction of fixed term exclusion. The duration of this exclusion will depend upon the nature of the behaviour but will be in line with the Welsh Government guidance. If a child is to receive fixed term exclusion then parents, governors and the LA will be informed. Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately. Temporary exclusions are limited to a maximum of 45 days in any school year. If after this time, all attempts to improve the situation have met with no success, permanent exclusion may have to be considered. If a child is to receive permanent



exclusion, then parents/governors and the LA have to be informed, plus any other agencies working with the child. The parents have the right to appeal against the school's decision.

ROLES AND RESPONSIBILITIES

All teaching staff have a responsibility to ensure the positive behaviour within their classrooms. The Head Teacher, Deputy Head Teacher and ALNCO's responsibilities are:-

- receiving information about concerns from persons within or from outside the school;
- ensuring that advice is available where needed;
- intervening in problems or ensuring appropriate intervention;
- liaising with others within the school and outside agencies.

In line with Assertive Discipline we use "positive recognition" and it effectively changes children's behaviour. We therefore:

- catch children 'being good';
- praise them for doing things correctly;
- use the "I" statement i.e. - "I like your handwriting", "I need you to..." ("Rydw i..." in Welsh)
- maintain positive rapport between pupil and teacher.

Staff

Staff have a vital role to play as they are in the forefront of behaviour management. They have the closest knowledge of the children in their care and will wish to build up a relationship involving mutual support, trust and respect.

We expect **all staff** to:-

- provide children with a good role model;
- provide children with a framework of behaviour which supports the whole school policy;
- use positive behaviour reinforcement strategies - whole school, whole class and individual systems as well as verbal praise, stickers, certificates and others where appropriate;



- allow time for restorative discussion with the pupil about positive and negative behaviour and choices;
- keep clear records where necessary of any actions;

and depending on circumstances,

- to keep the Governing Body well informed regarding issues concerning behaviour management through the Head teacher.

Parents

- We consider the partnership between home and school vitally important and as a school we value the support given to us by parents. We want all parents to feel confident that everything is being done to make sure that their child is happy and safe at school.

Therefore we expect parents to:-

- be involved and supportive in helping us meet our aims;
- be informed about, and fully involved in, any aspect of their child's behaviour;

Governors

Governors also have an important role in helping the school maintain good discipline.

Therefore we expect Governors to:-

- recognise that staff are constantly striving to provide a safe, happy and stimulating environment;
- be fully informed of matters concerning behaviour that may warrant exclusion;
- support the Head teacher and staff in their implementation of this policy;
- play a full and active role in ensuring our aims are met.

Opportunities to take responsibility

Pupils take responsibility for helping the smooth running of the school. They are encouraged to act as Digital Leaders, Cymry Cŵl, Prefects, School and Eco Council members, fruit shop workers, radio presenters, peer mentors or yard buddies to help others to manage conflict or to develop self-discipline and self-esteem.



Pupil Voice

We have a policy for encouraging pupils to participate in school life which enables them to help to improve the school and to have their opinions heard. This philosophy, linked to the United Nations Rights of the Child requirements, impacts on all dealings with our children and is reflected in the way we manage pupil behaviour. Wherever appropriate we will seek the views of the child in determining ways forward. The School Council considers policies and this includes our bullying policy, which has been regularly reviewed in light of pupil views. We understand that children need guidance, clarity, consistency and fairness from adults and we will always aim to treat them with respect.

SUPERVISION OF CHILDREN

It is essential that we should at all times be in a position to say:-

- we know where our children are;
- we know what they are doing and why;
- that they are under our supervision.

Therefore, teachers should never leave their classes unattended. In an emergency, staff should alert a colleague in a neighbouring room to the fact that leaving the class is unavoidable and ask a teaching assistant to provide supervision until they return.

Pupils should never be left on their own during a PE lesson. Pupils should not be allowed to enter the hall for PE unless their teacher is present. All PE lessons should end allowing sufficient time for the children to be escorted back to the changing rooms to change their clothes, supervised by the teacher standing outside, before the end of the lesson.

No child should be allowed free access to areas where equipment is stored. If the school day is adequately planned in advance, there should be no reason for children being sent to collect anything from stock rooms during lesson times including the PE cupboard.

School Routines

It is important to have established routines throughout the school:

Teachers are to be strategically placed on the playground and the school gates at 8:45am.

Children come into school between 8:45a.m and 8:55a.m. Registration begins promptly at 9am



The afternoon bell is rung at 1pm for KS2 and 1:15pm for the Foundation Phase.

Teachers must ensure that the children vacate the classrooms and cloakrooms in an orderly manner at the end of the day.

In the event of uncertainty regarding outside play because of weather, the duty teachers will make the decision and inform other teachers. If at all possible, it is advisable for the children to go out if only for a 'breather'.

If a teacher decides to keep pupils in during playtime, the supervision of the children is the responsibility of the class teacher. No child is to remain in the class unsupervised.

Children misbehaving at playtime may be required to reflect on their behaviour inside. They may be sent to another staff member if prior agreement has been reached or told to shadow the teacher on duty for a set amount of time. Some children may have had a discussion with a teacher and been given permission to bring a friend to quietly play a board game by the Office area

If children have letters from home preventing outside play, they may sit in the medical room by the office with a book or quiet activity.

No child should be left unattended or with an adult other than those who are officially working with them.

LUNCHTIMES

Midday supervisors should encourage children to eat politely and correct those children who do not hold cutlery correctly etc. Behaviour in the dining hall should be controlled and the noise level should be acceptable, bearing in mind the number of children there.

Children should not be kept waiting or sitting too long before or after their meal. This is when the noise level will increase.

Midday supervisors should use their discretion as to whether to report incidents to class teachers.

At the end of the lunchtime the duty teachers are responsible for lining the children up and staff take their own children in to class. The infants will be lined up by the midday supervisors but collected by staff. In the event of wet lunch hours the teachers relieve the midday supervisors at the end of the lunch hour when all the equipment used will have been put away.



There may sometimes be a child whose behaviour at lunchtime is unacceptable. When all other sanctions have failed this child may be excluded at lunchtime, usually for a set period of time, and if there is a recurrence, then indefinitely. It is important that the parent is kept informed if there is likely to be an exclusion situation. Exclusion is rare and is a last resort. Provision is made for some children for whom the playground can be overwhelming, for socialisation on a smaller scale to be practised. E.g. use of the middle area, use of board games by the office.

BULLYING - see also the Bullying Policy

All staff should be aware that bullying can take place and it is something which we do not countenance. It is the basic entitlement of all pupils at school that they receive their education free from humiliation, oppression and abuse. We should ensure that the school enjoys an atmosphere which is caring and protective.

Guiding Principles at School:

- * Bullying is completely unacceptable
- * If you are being bullied tell someone
- * If you witness bullying tell someone
- * People who help stop bullying will be given full support
- * Every reported incident will be investigated
- * Victims will be given full support
- * Perpetrators will be given guidance to modify their behaviour

Guidelines if bullying is taking place

- * Inform Head teacher / Deputy Head teacher
- * Use sanctions available
- * If necessary involve parents at an early stage
- * Attempt to recognise the difference between behaviour at home and school
- * If necessary involve outside agencies, eg EWO, EPS' Families First

WORKING WITH PARENTS

We suggest that parents encourage their children to tell, not fight back, when they have been upset.

We encourage them to listen to and support their children if they complain of bullying - and reassure them that we will do the same in school.

We encourage them to let us know when bullying has occurred so that we can deal with it (rather than dealing with it amongst themselves).

We discuss warning signs to look for.

We encourage all parents to support all children eg. friendless children.



We explain that if their child bullies others they will be asked to meet with the teachers in school in order to have their help in sorting out the problem.

WHEN AN INCIDENT OCCURS

If parents report that their child is being bullied, we offer immediate support and reassurance that the matter is being taken seriously.

We arrange dates for feedback - e.g. to offer a co-partnership role; or to design a programme together.

We aim to involve the parents of the bully - to enlist their co-operation in a problem-solving approach to avoid making them feel threatened or defensive.

We may suggest that parents of the victim or in some cases the perpetrator, encourage him / her to develop a skill, or encourage an interest to develop confidence and self-esteem.

RECORDS

Classroom

All teachers should note in the formative notes on the staff shared any incidents of concern / praise. There should be clear evidence if a parent is to be called in.

Midday Supervisors

Midday Supervisors should refer incidents of pupil behaviour directly to the teacher,

Senior Management Team.

Staff will ensure that if they have any concerns about a child's behaviour the Team Leader / Head teacher /Deputy Head teacher is informed as soon as possible. The AENCO is likely to be involved.

Evaluation

We will continually evaluate our provision to ensure that teaching and learning is sufficiently engaging and challenging to stimulate the interest of the children in our school. We will differentiate to meet the needs of each child. We are aware that in schools where behaviour is good, teachers ensure that the learning and teaching are interesting, challenging and differentiated to meet the needs of all learners. This will include early identification of special needs (including emotional needs) and the more able. Staff will also be mindful of particular circumstances which may impact on a child's emotional wellbeing in planning to meet a child's needs.

Review

This policy will be reviewed annually.

22nd November 2016

Signed: Alan Speight

(Chair of Governing Body)

Date: 22/11/16