

# Ysgol Gymraeg Ifor Hael

## POLICY FOR BEHAVIOUR MANAGEMENT

“Pupils need to know and understand the boundaries of acceptable behaviour” DfEE Circular8/94  
– Pupil Behaviour and Discipline

The purpose of this document is to provide information and guidance, which will enable all staff to deal with any discipline problems that may arise within our school.

As a school, our main priority as staff, parents and governors is to work together to provide:

- a positive, safe and stimulating environment
- an atmosphere which encourages everyone to value themselves and others regardless of race, gender, age, creed and ability
- opportunities for success rather than failure
- an environment which encourages respect for others, honesty and fairness, tolerance and compassion, self respect and self discipline

Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes.

### Aims of Policy for Behaviour Management

Our over arching aim is to give pupils the skills for living and learning and to involve them in a well structured curriculum appropriate to their needs

- to provide information for all staff, children and parents about acceptable forms of behaviour in our school
- to ensure a consistent approach to behaviour management throughout the school
- to help children to develop a clear view of what is right and wrong
- to ensure that all children feel safe in their work and play, within the school environment, and that they are not at risk from bullying or sexual or racial harassment.

### Behaviour Management at Ysgol Gymraeg Ifor Hael

- There are good relationships between staff, pupils and parents.
- All staff have high expectations of the children in both their achievements and behaviour.
- There is a code of conduct agreed by children, staff and parents, which is regularly reviewed to establish a consistent approach.
- Emphasis is on praise and rewards rather than sanctions and punishments.
- Children are actively involved in what they are doing both in their own learning and in the wider life of the school.
- All staff are good models of adult behaviour - they co-operate and support one another and treat children with respect.

### Aims for Acceptable Behaviour at Ysgol Gymraeg Ifor Hael

- We work to develop self-respect and a feeling of trust throughout the school.
- We work to develop a respect for other people, the feelings of others, the safety of others, other peoples' belongings (including school resources)
- We work to develop listening skills in our children.

## Unacceptable Behaviour at Ysgol Gymraeg Ifor Hael

- We will not accept bullying in any form
- We will not accept the taking of property from others or from the school.
- We will not accept swearing.
- We will not accept a lack of manners.
- We will not accept any form of aggressive behaviour.
- We will not accept any form of disruptive behaviour in the classroom situation.
- We will not accept the defacing of school property or the dropping of litter.

## Role Of The Teacher

"Well organised and delivered lessons help to secure good standards of behaviour." Discipline in Schools - Lord Elton

- To ensure that children receive a broad, balanced curriculum with activities matched to the needs of pupils.
- To have high expectations of the children in both their achievements and behaviour.
- To plan activities which encourage the development of self-esteem and valuing each other.
- To follow the school's agreed code of behaviour management consistently and to deal with disruption in a consistent, calm way.
- To liaise with parents to keep them informed of children's good, as well as poor behaviour.
- To seek support and advice from the Headteacher and other colleagues, when necessary.
- To ensure that children understand clearly what is expected of them.
- To know their children as individuals i.e. know their names, friends, interests etc.
- To model the standards of courtesy they expect from children.
- To emphasise the positive, including praise for good behaviour as well as good work
- To make sparing and consistent use of reprimands, i.e. be firm not aggressive, target the right child, criticise the behaviour not the child, be fair and consistent and avoid sarcasm.
- To admit mistakes when made and to be able to apologise, when necessary.
- To avoid labelling children, groups or classes.

## Strategies For Dealing With Behaviour Problems

- Behaviour management strategy is based on the positive reinforcement of appropriate behaviour.
- Emphasis is placed on recognising and rewarding good role models. Acceptable behaviour is commented on regularly, in class situations, around school, collective acts of worship etc
- Older children are encouraged to play with and help younger children around school, at playtimes and at lunchtimes. .
- We constantly stress the virtues of concern for others, self discipline, self-respect, honesty and fairness. This is enforced through themes in collective acts of worship, through teaching across the curriculum and through the constant presentation of good role models from the adults in school.

## If the unacceptable behaviour continues

- involve the parents from the early stage – letters home, note in Home School Diary
- involve Headteacher or other members of staff or SENCo
- Place child on AEN Register and follow Code of Practice if necessary
- Ask for advice from BSS and BS Teacher

- Keep report book on child's behaviour (positive and negative) in School Behaviour Log
- Set targets with the child, possibly using incentive charts and keep report book to feedback

## School Rules

- Rules are agreed by all staff and the children are aware of them
- Parents are informed of the agreed code of behaviour.
- Rules are kept to a minimum.
- Rules are consistent throughout the school
- The rules are regularly discussed and reinforced with the children

The rules are to be found in the Appendices.

## Effective Rewarding

We believe that children will learn better in an atmosphere of positive encouragement and in one which develops self-esteem. Rewards should be given regularly for behaving or working appropriately and may include

- praise - straight after the good behaviour, publicly and privately, reasons for praise are given
- praise when rules are adhered to
- open and close the day with praise – staff are warm and welcoming
- involvement of parents
- verbal praise
- smiles, positive body language
- positive feedback about work / behaviour
- smiley faces/stickers/etc
- cumulative reward cards / compliment systems / class rewards
- encouraging children to praise each other
- Assembly awards

## Consequences

Consequences are applied if children choose to behave inappropriately. These are outlined in the Assertive Discipline Guidelines that can be found in the Appendix. At all times disapprove of the behaviour not the child and leave the child with an expectation of good behaviour.

## Involving the Children

- We believe that the children should be involved in the behaviour management policy of the school as much as possible.
- They are aware of the principles and the rules of the school.
- They are aware of what we consider to be acceptable and unacceptable behaviour.
- They are involved as much as possible in any discussions about their own behaviour patterns.
- They are encouraged to reflect about their behaviour and its effect on others in the school.
- Children's views are listened to and valued.
- Children set targets for behaviour in the same way as they do for their academic achievements if appropriate.
- Children are usually invited to attend parents' evenings
- Older children are encouraged to work with/help younger children
- Children are given responsibilities in the classroom and school situation

## Involving the Parents

### The School

- Generates an atmosphere where parents feel welcome and comfortable.
- Values parental contributions to school life.
- Maintain regular channels of communication to exchange ideas and information.
- Encourages a positive involvement in children's learning.
- Informs parents of policy on behaviour management.

### Parents

- Support the school's aims and sign the Home School Contract
- Realise the important role they have to play in fostering good behaviour.
- Actively reinforce the school's efforts to manage behaviour.
- Ensure that children arrive at school on time, are suitably dressed, and are well rested and ready to learn.
- Encourage their children to speak to the teacher or midday supervisor if they have been involved in physical aggression or threats of bullying.
- Explain to their children that hitting out or hitting back is wrong.
- Encourage a positive attitude to school and to the staff working there.
- Be consistent and calm in their approach to dealing with behaviour.
- Be willing to meet with staff to discuss the achievements and behaviour of the children.

## Code of Practice for Bullying

Please refer to the Anti-Bullying Policy

## Role Of The Governing Body

The Governing Body has a responsibility to support the Headteacher and the staff in maintaining high standards of behaviour.

Although the Headteacher is responsible for day-to-day behaviour management in school, the Governing Body has a general responsibility for directing the conduct of the school and the Headteacher should have regard to any guidance they may offer in relation to particular issues.

The Governing Body has agreed our Behaviour Management Policy.

Governors will monitor the number of exclusions taking place in school.

## Exclusions

A decision to exclude a pupil from this school will only be taken

- in response to serious breaches of this school's discipline policy and
- if allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school.

Unacceptable behaviour that might result in exclusion includes.

- Fighting
- Verbal abuse
- Physical violence. Bullying
- Racism, Vandalism. Theft
- Drug related incidents
- Persistent disruptive behaviour

## Pastoral Support Programme

If a pupil has persistent behavioural problems that indicate they are in serious risk of exclusion it may be appropriate to implement a Pastoral Support Programme (P.S.P.). The programme will identify causes of concern and what can be reasonably required of the pupil. The involvement of parents is essential if a successful outcome is to be achieved. The P.S.P. will set targets that are SMART (Specific, Measurable, Achievable, Realistic, Time limited).

If a pupil's behaviour leads to an exclusion this school will follow guidelines provided by the LEA and parents will be informed of actions taken.

## Care and Control

- There are occasions when the restraint of pupils is necessary.
- Teachers and other persons who are authorised by Headteachers to have control or charge of pupils may use reasonable force to prevent pupils from:
  - committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility;
  - injuring themselves or others;
  - causing damage to property, including their own property;
  - engaging in any behaviour which has a negative impact on maintaining good order and discipline at the school or, among other pupils, whether this behaviour occurs in a classroom during a teaching session or elsewhere.
- All teachers, teaching assistants and the midday supervisors are authorised to use reasonable force to control or restrain pupils. Training and updates will be given regularly.

## Evaluation and Review

We believe that this policy underpins the well-being of the life of the school. The progress of this policy will be reviewed as part of the governors' annual report. The Governing Body will receive termly reports on bullying, racial incidents and exclusions and will consider the implications of these. This policy will be reviewed bi-annually.

## APPENDIX 1 - ASSERTIVE DISCIPLINE GUIDELINES

"To state or affirm positively, assuredly, plainly or strongly" - Webster's definition of the verb "assert".

Assertive discipline is based upon the belief that:

- The teacher has the right and responsibility to establish rules and directions that clearly define the limits of acceptable and unacceptable behaviour
- The teachers have a right and responsibility to expect students to follow rules consistently
- The teacher has a right and responsibility to ask parents to help.

### Children have a right to:

- A firm and consistent teacher who will provide positive encouragement to motivate them to behave and provide a safe, happy environment
- To know what behaviour they need to engage in to succeed in the classroom
- The assertive response style is confident, consistent and makes clear expectations of pupils. There are actions to back up words.
- Assertive discipline provides a discipline plan so that children know what the parameters of acceptable and unacceptable behaviour are.
- The response from an assertive teacher impacts on pupils self esteem and success in school. It is proactive and not a response which lowers self esteem by being hostile or authoritarian

### The Classroom Discipline Plan consists of 3 parts:

**RULES** - that pupils must follow at all times

**POSITIVE RECOGNITION** - that pupils receive for following the rules

**CONSEQUENCES** that result if rules are not followed.

Positive recognition is stressed as the most powerful tool for encouraging responsible behaviour and raising self-esteem. RULES need to be appropriate and be applicable throughout the entire day. Involving children in these rules will give them ownership and more motivation to support the rules. They need to be reminded of them and discussed regularly.

POSITIVE RECOGNITION is VITAL. Positive recognition will motivate students to choose appropriate behaviour and create a positive atmosphere in the classroom. Positive recognition is sincere and meaningful attention for behaving according to expectations. It is the most active part of the classroom discipline plan and it is important to recognise and reward responsible behaviour with rewards. Praise is top priority for staff. Aim to praise every child for something everyday. Aim to give three positive responses before a negative one.

CONSEQUENCES Assertive discipline rests on the belief that children need structure and limits. We are showing to them that we care enough to let them know if their behaviour is not acceptable and that unacceptable behaviour carries very real consequences.

Assertive discipline provides a structure of effective consequences by determining in advance what will happen when children misbehave. These consequences are a choice that the child makes by choosing not to follow the rules. The consequences do not have to be severe to be effective and they should never embarrass or humiliate a child. Consequences are not a punishment they are the actions that a child knows will apply should they choose to break a rule.

## School/Class Agreements

### 1. **Raise your hand if you would like to share with the class.**

*Sitting quietly without calling out.*

### 2. **We speak Welsh in our school.**

### 3. **We listen and pay attention to the one who is speaking.** ( See appendix 9)

*Ears listening*

*Eyes looking*

*Lips Quiet*

*Hands & feet still*

*Minds awake*

*Following instruction the first time.*

### 4. **Keep your hands and feet to yourself at all times.**

***Hitting others and retaliation will not be tolerated.***

*We encourage the pupils to follow ' The Turtle '. (Please see appendix 4)*

### 5. **Respect the idea that everyone has something important to say and respect other each other's property.**

*Listening and accepting another's opinion.*

*Use appropriate voice level and tone. – (Please see appendix 5)*

- Each rule is clearly displayed in class along with a relevant symbol. (See appendix 3 for symbols)
- Rules are explained and referred to/reinforced consistently.
- Consistent praise is given when an agreement is adhered to and pupils climb up their class chart.
- Pupils move down the chart if they continually break the class rules/agreements, however our policy as a school is to encourage and praise behaviours consistent with the rules/agreements as much as possible.

## Rewards

- Class Teacher Praise – Public Praise.
- Partner Teacher Praise- Public Praise.
- Head Teacher Praise- A treat of the pupils' choice and a certificate to take home.

Each time a pupil reaches the last reward they earn a point for their class team and they work together as a team to reach a class target for a large group treat. Each time a class reach their target they contribute to the whole school game to win a whole school treat.

## Consequences

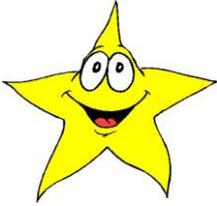
- Thinking time in designated area of the class.
- Explanation to Partner Teacher and thinking time in Partner Teacher's class.
- Explanation to Head Teacher and a slip to take home.

( During each thinking time the member of staff acts as a facilitator and not problem solver)

Pupils will be tracked on how often they achieve a certificate or note home. This will assist us in evaluating the success of the system and in targeting pupils who need extra support and rewarding the most successful. (see appendix 6 for certificate and note)

**Further action will be taken if an individual consistently reach the bottom of the chart.**

As a school we appreciate the key role managing feelings play in managing behaviour. As a result we have put in place the PATHS scheme of work to develop the necessary skills. ( See appendix 8)



# Cerdyn Clod

## Llongyfarchiadau \_\_\_\_\_

Mae'ch plentyn wedi derbyn Cerdyn Clod am ddilyn rheolau'r dosbarth. Mae wedi ennill seren aur sy'n mynd tuag ag Amser Aur y dosbarth.

Your child has been awarded a 'Cerdyn Clod' (praise card) for following our classroom rules and has earned a golden star towards 'golden time' for the class.

**Yn anffodus mae \_\_\_\_\_ wedi ymweld â Mrs Parry-Jones heddiw am dorri cytundebau'r dosbarth yn gyson.**



**Unfortunately \_\_\_\_\_ has visited Mrs Parry-Jones today for consistently breaking the class agreements.**

## Your Copy/ Eich copi chi.

I/We give full support to the above rules and system and promise to encourage my/our child to adhere to them.

Rydw i/Rydyn ni yn cefnogi'r system a rheolau uchod ac yn gaddo annog fy/ein (mh) plentyn i dal at yr addewid.

Signed by

\_\_\_\_\_  
\_\_\_\_\_

Arwyddwyd gan

\_\_\_\_\_  
\_\_\_\_\_

**( Please ensure that all guardians concerned sign and that the relationship to the pupil is noted. Thank you/ A allwch chi sicrhau fod pob gwarchodwr wedi arwyddo ac wedi nodi ei (b) perthynas i'r disgybl. Diolch )**

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## Our Copy/ Ein copy ni

I/We give full support to the above rules and system and promise to encourage my/our child to adhere to them.

Rydw i/Rydyn ni yn cefnogi'r system a rheolau uchod ac yn gaddo annog fy/ein (mh) plentyn i dal at yr addewid.

Signed by

\_\_\_\_\_  
\_\_\_\_\_

Arwyddwyd gan

\_\_\_\_\_  
\_\_\_\_\_

**( Please ensure that all guardians concerned sign and that the relationship to the pupil is noted. Thank you/ A allwch chi sicrhau fod pob gwarchodwr wedi arwyddo ac wedi nodi ei (b) perthynas i'r disgybl. Diolch )**

## APPENDIX 2 - GUIDELINES FOR DEALING WITH BULLYING INCIDENTS

### ■ Initial reported concerns

Dealt with by CT. Discussion with previous CT and / or HT. Logged if appropriate. Children spoken to.

■ **Reported incident**

Logged in School bullying Log. Head or Deputy informed. Bully and victim spoken to by CT, DHT or HT. Parents informed if appropriate

■ **Reported incident**

As before but parents of bully and victim contacted by DHT or HT. Parents of bully asked to discuss behaviour of their child

■ **Further incidents**

School interview with CT, HT parents of children as appropriate. Support for victim. Sanctions discussed with bully and parents and implemented.

■ **If bullying continues**

Inform Chair of Governors

Exclusion at lunchtime

Exclusion for a fixed period following LA guidelines