



Bach yw
hedyn pob
mawredd
Ysgol fach -
cyfleoedd MAWR!

Lles, Dyheadau Uchel a
Pherthnasoedd

Positive Behaviour Policy (2024)

1 Aim and Expectations

- 1.1 This behaviour policy takes on the ethos of the United Nations Convention on the Rights of the Child in that every child has the right to be safe and receive an education.
- 1.2 One of the main aims of our school is to ensure all members of our school community feel safe in the school environment. We strive on making everyone in our community feel valued, respected, and treated fairly. Children learn and thrive when they feel a sense of connection and belonging, we therefore promote positive relationships based on mutual care and trust. The school's behaviour policy is designed to promote everyone's right to learn and work together in a safe and supportive environment.
- 1.3 We are conscious of the of the vital role we play in promoting the spiritual, cultural, social, mental and physical development of children and the benefits in working in partnership with parents/carers, wider family members, external professional agencies and the community in order to achieve this. At the heart of all we do is positive behaviour and relationships.
- 1.4 Often a change in a child's behaviour is a form of communicating that something is not right for them, for example they may have experienced a traumatic event, changes in their friendship group or changes in circumstances within the family. Research has also shown Adverse Childhood Experiences (ACES) can impact on a way a child behaves as they try to make sense of the world around them. This makes it more important that as a school we build those trusting relationships with children and families to help develop an understanding of any route causes to certain behaviours in order to take a holistic and supportive approach to managing disruptive behaviour. We ask parents communicate with the school any changes they are aware of which may cause the child any upset, this can often be something minor individual to a child as every child is unique and responds differently to situations and events. This will help the teacher to put in extra support for the child where required and provide a context to any behaviour which may be out of character.

1.5 As a school we work together with the children to set our boundaries for behaviour and regulation. The behaviour policy is designed to promote positive behaviours to ensure all learners can thrive in a safe and calm environment.

1.6 Our school boundaries are:

- Ymdrechwn i siarad Cymraeg.
- *We will try our very best to speak Welsh.*

- Byddwn yn gwrtais i'n cyfoedion ac i'r oedolion yn yr ysgol.
- *We will be polite to our peers and adults in school.*

- Cofiw'n i drin holl offer yr ysgol yn ofalus.
- *We will remember to treat all school equipment correctly and safely.*

- Byddwn yn cofio i beidio dod ag eitemau peryglus i'r ysgol.
- *We will not bring dangerous items to school.*

- Byddwn yn dilyn rheolau gwisg ysgol a gwisg ymarfer corff.
- *We will follow the school rules for school uniform, including P.E uniform.*

- Byddwn yn aros ar dir yr ysgol lle byddwn ni'n ddiogel.
- *We will stay on school site where we are safe.*

1.7 This policy will be implemented across the school and will not discriminate against anybody regardless of age, gender, disability or any other protected characteristic.

1.8 As a school we adapt an ethos of positive reinforcement based on building a connection with children through nurturing interactions, positive role modelling, providing supervision, structure and boundaries all of which help children to feel safe.

2 Celebrating Success

2.1 We have a number of ways we celebrate our children's successes and positive behaviours.

2.2 We praise and reward pupils for behaving in line with our school boundaries. For example, pupils can earn Dojo points for showing respect, courtesy and kindness or for making a good effort with their work.

2.3 We recognise the efforts and achievements of pupils, both within and outside the school. We celebrate the pupils' achievements in our Celebration

Assemblies. We reward individuals for being the learner of the week, for the learner who has collected the most Dojo points in their class and for pupils who make an extra effort to speak Welsh with the 'Cymraeg Campus' certificate. Additionally, we have Caffi Clod weekly which further celebrates pupils who consistently follow our school boundaries.

2.4 The class Dojo app helps to showcase pupils' achievements within school with parents and carers to help build better partnership and positive reinforcement to continue within the home.

2.5 As a school, we take pride in the close relationships that staff and pupils have. The strength of these relationships is based on a good understanding of our pupils' stages of development as well as any difficulties they may have that could affect their behaviour. As such, staff may take a different approach when managing some children's behaviours in line with specialist advice or support plans.

2.6 When a child's behaviour is disruptive or not in keeping with our agreed boundaries, we will use the following steps as an initial action to address the behaviour:

- School staff will praise positive behaviours of children in the hope of modelling good behaviour to children struggling with adhering to the boundaries.
- If an alternative strategy is needed to raise an individual's standards of behaviour, the teacher will verbally remind the pupil of the behaviour required in the current circumstances.
- Should the teacher feel further support is needed to support an individual's behaviour, we will take further action to maintain the school rules, and to ensure a safe and positive learning environment. For example:
 - If a pupil is unable to concentrate or listen, a member of staff may ask them to move a seat to be in a better position to concentrate / listen.
 - If a pupil is verbally or physically threatened by another pupil- when appropriate, the teacher will conduct a Discussion Triangle (Restorative Approach) to discuss the incident with all pupils involved. Following the talk, the teacher will record significant events on EduKey and/or MyConcern (school electronic record keeping systems). If needed, we will take further action to support the pupil who has been harmed as well as the pupil who has misbehaved. If a pupil continues to behave in a way that disrupts or causes concern/risk to others, the school will contact the parents and arrange a suitable time to discuss the situation. We aim to work in partnership with parents/guardians to look at behavioural support strategies which can be used at home and school in order for the pupil to develop positive behaviours.

- If a pupil's behaviour is very disruptive and puts others at risk, the class teacher will end the lesson/activity immediately and ask the pupils to leave the class and to wait in a safe place. The teacher will then contact a member of the Senior Management Team who will offer support to the teacher and pupil. The pupil will be supported to regulate their emotions using a calm approach and encouraged to visit a quiet room for discussion and reflection. Should the pupil have difficulty in maintaining calm and compliance, a call will be made to the pupil's parents / guardians for support.

2.7 As a school we are not prepared to tolerate any form of bullying (you can find the school's anti-bullying policy on our website). Although it is very difficult to eliminate bullying completely, we do all we can to ensure that the pupils can come to school without fear.

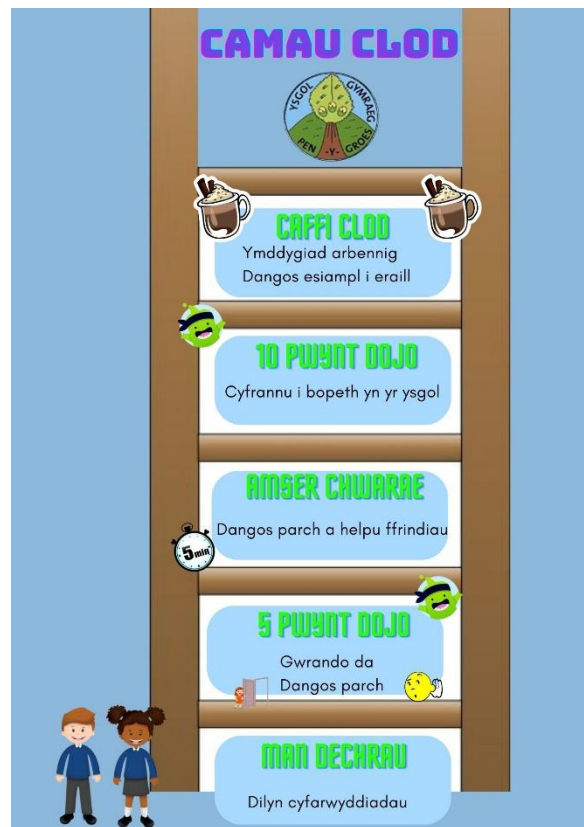
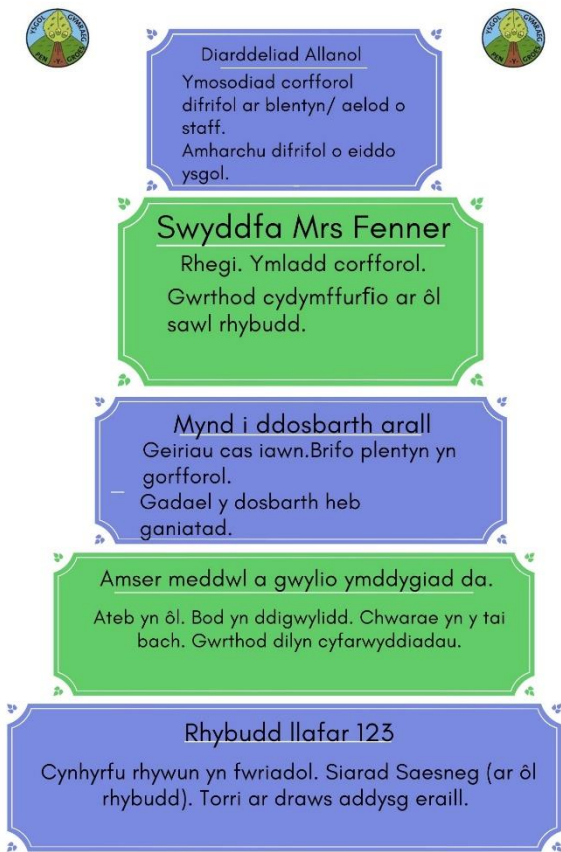
2.8 All members of staff are aware of the rules about teachers' use of physical force, as they appear in 'The Use of Force to Control and Restrain Pupils' 93 of the Education and Inspections Act 2006.' We also comply with the principles from the Welsh Governments Safe and Effective intervention Guidance. Staff will only intervene physically to prevent a child committing an offence or if they are causing personal injury to, or damage to the property of, any person (including the pupil themselves).

3 The Role of Class Teachers

3.1 Class teachers follow the boundaries and guidelines as decided by our school council. The rewards and regulations chart are below.

3.2 Class teachers treat all pupils fairly and apply the class code with consistency. They treat the pupils with respect and understanding.

3.3 Class teachers report back to parents on pupil development, in line with the whole-school policy. The class teachers can contact a parent if there is particular concern about a pupil's behaviour or welfare.



4 Role of the Headteacher

- 4.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school's behaviour policy consistently throughout the school, and to report to governors, as required, on the effectiveness of the policy. It is also the headteacher's responsibility to safeguard the health, safety and welfare of all pupils.
- 4.2 The headteacher supports staff in implementing the policy, and in setting standards for behaviour.
- 4.3 The headteacher records any serious incident of misconduct from anybody working at the school.
- 4.4 It is the headteacher's responsibility to impose a temporary suspension on a pupil in response to high risk or disruptive behaviour. Where there are persistent instances of breaches to the school rules, the headteacher may exclude a pupil completely. The governing body must be informed before these actions can take place.

5 Role of Parents / Guardians

- 5.1 The school works in partnership with parents and guardians, to ensure there is consistency in the information regarding expectations of behaviour at home and at school.
- 5.2 We explain the rules in Ysgol Gymraeg Pen-y-Groes Prospectus, and we expect parents to read and support them.
- 5.3 We expect parents to support their pupil's education, and to co-operate with the school, in accordance with the home-school agreement. We try to create a positive dialogue between school and home, and let parents know immediately if we are worried about their pupil's welfare or behaviour.
- 5.4 If the school has to take further action to in regards to a pupil's behaviour, we expect parents to work alongside us and support any decisions made by the headteacher. If parents are concerned about the way their child is being treated, they should contact the class teacher to try and resolve the issue. If the concern continues, they should contact the Headteacher. Should the parent feel the concern has not been resolved at this level, they should contact the Governors. If the negotiations fail to alleviate the concerns, a formal complaint and appeal process can be started.

6 The Role of the Governing Body

- 6.1 Section 61 of the School Standards and Framework Act 1998 requires a governing body to ensure that its school follows policies designed to promote positive behaviour. The governing body is responsible for setting the general guidelines on behaviour and discipline and for reviewing their effectiveness. The governing body supports the headteacher in their role of implementing our guidelines.
- 6.2 The head teacher has the day-to-day right to implement the behaviour support policy, but the governors may advise the head teacher on specific issues. The headteacher must take this into account when making disciplinary decisions.

7 Temporary and Permanent Exclusions

- 7.1 The headteacher (or acting headteacher) is the only person entitled to implement a school exclusion. The headteacher may apply a temporary exemption on one or more occasions, up to 45 days in one school year. The headteacher may also exclude a pupil permanently. The headteacher may also change a temporary exception to a full exemption if the event merits it.
- 7.2 If a headteacher excludes a pupil, the parents or guardians must be informed immediately of the reasons for the exclusion. At the same time, the head teacher will make it clear to the parents / guardians that, if they so wish, they

can appeal the decision to the governing body. The school informs parents how they can do this.

- 7.3 The headteacher informs the LEA and the governing body if the exclusion is permanent, or if the exclusion is for more than 5 days in any term.
- 7.4 The governing body cannot exclude a pupil or extend the period of exclusion determined by the headteacher.
- 7.5 The governing body has a disciplinary committee, consisting of 3 to 5 members. The committee considers any appeals on behalf of the governing body.
- 7.6 When an appeal committee meets, they will consider the event that led to the exclusion, consider the comments of those involved or the LEA, and consider whether to exclude the exclusion.
- 7.7 If the appeal panel decides that the exclusion should be abolished, the headteacher must concur with the decision.

8 Alcohol and Substance / Drug Misuse Incidents

- 8.1 The school policy is that no pupil should bring a drug, legal or illegal, to school. If a pupil requires medication during a school day, the parent / guardian should inform the school and seek permission to bring the medication into the school. The medication should be taken directly to the office for safe keeping. Any pupil needing to take any medication during the school day should be supervised by a teacher or an adult working in the school.
- 8.2 If there is a case of abuse of any substance e.g. glue, solvent or alcohol, the school will treat the matter as very serious. Parents / guardians of a pupil will always be informed. If a pupil deliberately brings substances into school with the intention of misusing them we will take further action by issuing a fixed term exemption. If the offense is repeated, the pupil will be permanently excluded, and the police and social services informed.
- 8.3 If a pupil is found to be suffering as a result of alcohol or other substance misuse, arrangements will be made to take the pupil home.
- 8.4 Nobody, adult or pupil, are permitted to bring illegal substances into the school grounds. If a pupil is found to have brought any type of illegal substance into the school grounds he / she will be receive a temporary exclusion. The pupil will not be allowed to return to school until a parent / guardian has visited the school to discuss the matter with the headteacher.
- 8.5 If the behaviour is repeated, the pupil will receive a permanent exclusion.

8.6 If a pupil is found to have intentionally brought illegal substances to school, and distributes it to other pupils for money, the pupil will be permanently expelled from school. The police and social services will be informed.

9 Monitoring

9.1 The headteacher monitors the effectiveness of the policy regularly. It reports back to the governing body and recommends improvements when necessary.

9.2 The school keeps a record of events in a variety of ways including EduKey and MyConcern (electronic record keeping database). All staff have access to these records.

9.3 The headteacher keeps a record of any pupil who is temporarily or permanently excluded.

9.4 It is the responsibility of the governing body to monitor the number of exclusions, to ensure that the school's policy is applied fairly and consistently.

9.5 It is the responsibility of the governing body to monitor the rate of exclusions, to ensure the school policy is implemented fairly and consistently. The governing body will pay particular attention to issues of racial equality. It will seek to ensure that no pupil is treated unfairly because of their race or ethnic background.

10 Review

10.1 The governing body reviews the policy every two years. However, governors may review the policy more often if the government introduces new rules, or if the governing body receives a recommendation on how the policy can be improved

Headteacher _____

Chair of Governing Body _____