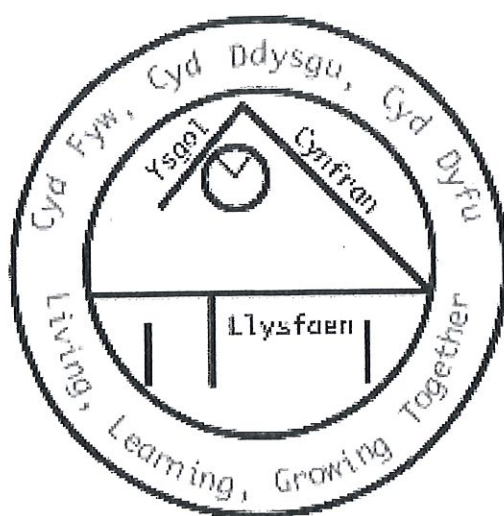


Positive Behaviour

Policy



Policy reviewed 25/3/25

Chair of Governors

Ysgol Cynfran Behaviour Policy

Policy reviewed Spring 2025

Review date Autumn 2028

Adopted by Governing Body: 25/3/25

Chair of Governors – Gwyn Davies

1 Legal Framework

1.1 Every school must have a behaviour policy, including disciplinary measures, determined by the Head Teacher in the light of principles set by the Governing Body.

1.2 The policy must be designed to promote good behaviour and deter bad behaviour, including all forms of bullying.

1.3 The Governing Body must consult with a number of parties before making or revising their behaviour policy e.g. staff, parents, pupils, etc.

1.4 The policy must be publicised to school staff, pupil and parents.

2 Aims and expectations

2.1 It is a primary aim of Ysgol Cynfran that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We use the Five Pillars of Pivotal Practice to underpin everything we do:

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

2.2 The school has three rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school rules are:

- Ready
- Respect
- Safe

2.3 We recognise that this behaviour policy and the practice it supports needs to be responsive to individual needs. The school believes that our response to children who have additional needs relating to a disability must take into account the legislation of the Disability Discrimination Act. School must not discriminate against disabled pupils and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible.

3 Rewards and consequences

3.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers actively look to praise positive behaviour / effort.
- We nominate children from each class to be 'Seren yr Wythnos'. Parents are also informed in the weekly newsletter and a copy is published on the school website. These children receive a certificate in our weekly 'Celebration Assembly'
- Staff can nominate children to receive special awards from the Head Teacher.
- Teachers may also have additional reward systems, appropriate to their class e.g. stickers, etc.
- Special good behaviour award certificates are given quietly in class for above and beyond behaviour.
- Phone calls home are made to parents to praise pupils who are displaying above and beyond behaviour.

3.2 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Staff are to:

- Make it clear that they are condemning the behaviour and not the person;
- Avoid early escalation to severe sanctions, reserving them for the most serious misbehaviour;
- Avoid whole group sanctions that punish the innocent as well as the guilty;
- Use sanctions in a calm and controlled manner;
- Encourage pupils to reflect on the effects of their misbehaviour on others.
- Attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.
- Resist endless class discussion around behaviour and return the pupils to their learning.

3.3 Sanction Steps

Steps	Actions
Step 1:Reminder	A reminder of the expectations Ready, Respectful, Safe delivered privately (or quietly) wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Ensure that a swift return to the desired behaviour is praised privately / quietly.
Step 2: Caution	A clear verbal caution delivered privately/quietly wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
Step 3: Last chance	Speak to the learner privately/quietly and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.

Step 4: Time out	<p>At this point the pupil will be referred, with work, to another specified area in the school with a timer for a specified time. A short restorative conversation should take place as soon as possible afterwards.</p> <p>The teacher must log the Time out in the class behaviour book.</p> <p>Teachers are expected to inform parents if there have been 3 or more Time Outs in one day.</p> <p>If a pupil refuses to take the time out during the lesson, the pupil must complete a time out during playtime in a supervised classroom.</p>
Step 5: Further time out	<p>This only applies if either:</p> <ol style="list-style-type: none"> 1. The pupil refuses to engage with a time out or 2. A serious breach is committed by a pupil that may result in a fixed term exclusion. E.g. Swearing, hitting or fighting <p>The teacher must log the incident in their behaviour book and parents should be informed.</p> <p>A reconciliation meeting should take place as soon as possible. If the pupil does not engage with the reconciliation a SLT sanction will be issued, assuming the procedure has been followed.</p>

3.4 Rules, routines, etc are to be discussed and clarified with each class at the beginning of each term. In this way, every child in the school knows the standard of behaviour that we expect in our school.

3.5 We do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. (See Anti Bullying Policy)

4 The Role of the School Staff

4.1 The teacher actively promotes / encourages and rewards good behaviour and attitude.

4.2 It is the responsibility of Teachers to ensure that the school rules are enforced and that the simple sanctions are followed in their classes, and that their classes behave in a responsible manner during lesson time.

4.4 In the first instance, the Teacher deals with incidents him/herself in the normal manner and log them in the class behaviour book. However, if persistent more serious misbehaviour continues this will be discussed with parents.

4.5 The Teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The Teacher may, for example, discuss the needs of a child with the education social worker or LA Social inclusion Service.

4.6 The Teacher reports to Parents about the progress of each child in their class, in line with the whole-school policy. The Teacher will also contact a Parent / Guardian if there are serious concerns about the behaviour or welfare of a child.

5 The role of the Headteacher

5.1 It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

5.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

5.3 The Headteacher, with the support of all staff, keeps records of all serious misbehaviours.

5.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school Governors have been notified.

6 The Role of Parents

6.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

6.2 We expect parents to support their child's learning and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

6.4 If we have to use sanctions, we expect parents to support the actions of the school. If parents have any concerns about the sanction, they should initially contact the Class Teacher. If the concern remains, they should contact the Headteacher, and finally the school Governors. If these discussions cannot resolve the problem, a formal complaints process can be implemented.

7 The role of Governors

7.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.

7.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

8.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the 'Exclusions from Schools and Pupil Referral Units WAG Circular No1(A)/2004' guidance. We refer to this guidance in any decision to exclude a child from school.

8.2 Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently.

8.3 If the Headteacher excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the Parents that they can, if they wish, appeal against the decision to the governing body. The school informs the Parents how to make any such appeal.

8.4 The Headteacher informs the LA and the governing body about any fixed term and permanent exclusions.

8.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

8.6 The governing body can appoint three Governors on to a discipline panel which considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by Parents and the LA, and consider whether the child should be reinstated. If the Governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

9 Monitoring and review

9.1 The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

9.3 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality to ensure that no child is treated unfairly because of race or ethnic background.

9.4 The governing body reviews this policy periodically. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

10 Consultation Process

In order to produce an effective policy which meets the needs of the whole community the following groups have been consulted:

- Pupils
- All School Staff
- Parents
- Governors
- Conwy LA Social Inclusion Service

