



Behaviour policy Ysgol Gynradd Llechryd

Llechryd Primary School Behaviour and Wellbeing Policy

Presentation

We pride ourselves on the inclusive atmosphere and approach that exists in our special school. As a whole school, we provide world-class education in a safe, happy, caring and stimulating learning environment, which ensures that every child in our care receives wide opportunities to reach their full potential. We strongly believe that promoting and developing high standards of behaviour and well-being among our pupils is a key element in ensuring excellent standards across the curriculum. To achieve this, it is vitally important that all members of our school community have a clear understanding of our core objectives, expectations and behaviour and wellbeing promotion procedures.

Our core objectives are:

- ✓ Ensuring that every child in our care reaches their full potential by providing a broad and balanced curriculum for everyone regardless of ability, disability and cultural background.
- ✓ To promote high standards of physical and emotional attendance, behaviour and well-being, by ensuring effective inclusive whole-school procedures and practice and to provide a broad Personal and Social Education Curriculum.
- ✓ To prepare our pupils to be independent and lifelong learners, by ensuring excellent provision for the development of key skills from Literacy, Numeracy and Digital Competence.
- ✓ To develop fully bilingual learners who take pride in the culture and heritage that is unique to Wales by promoting Welshness and the use of the language in all aspects of school life and work, across our curriculum and in convenient extra-curricular opportunities.
- ✓ To develop global, hard-working learners, who are ready to contribute to the local and national community by promoting the learner voice in everything we do, providing active citizenship opportunities and running international and ACDFE curricular projects.

This Policy has been drawn up by pupils, Teachers and Assistants at Ysgol Gynradd Llechryd and reflects the following national guidance:

**UN Rights of the Child Charter *Pupil and Inclusion Support 2015 *Practical Approaches to Behaviour Management in the Classroom 2012 *WAG Guidance on Exclusions *Safe and effective intervention-the use of reasonable force and searching for weapons 2010*

This policy should be read hand in hand with:

***Anti-Bullying Policy *Safe Hands Policy *Learning and Teaching Policy *Attendance Policy
*Safeguarding and Child Protection Policy *School Prospectus**

1. The objectives of our Behaviour and Wellbeing Policy are:

- clearly state our behavioural expectations in order to promote self-esteem and respect for others so that effective learning and teaching takes place in all classes across the school
- clearly state our procedures for promoting good behaviour and wellbeing and how we as a school deal with incidents of abuse using Sound Discipline methods.
- ensure that staff, parents and pupils understand our procedures for: Rules –Reward-Results
- To promote our core values by promoting responsibility, honesty, respect and fairness
- To promote children's rights and the safety, happiness and well-being of the pupils in our care.

2. Our Behavioural Expectations: (STEP 1)

Good behaviour is a fundamental element as we ensure good learning and teaching in every classroom. We, as a school, have formulated 6 core expectations for learning. Everyone within our school community is required to remember and follow these. We make sure these are clear to everyone and are displayed across the school. Teachers refer to these consistently, to ensure that everyone's rights to learning in a safe and inclusive environment are protected.

At Ysgol Gynradd Llechryd we have 6 core expectations which are taught on a regular basis. These have been compiled by pupils and staff of our school:

We follow the instructions of all members of our school community.

We keep our hands, feet and nasty words to ourselves.

We take care of our own property, others with the school.

We do our best in everything we do – in our play and in our work.

We respect ourselves and others at all times.

We are kind and friendly towards everyone.

3. Promoting Good Behaviour and Wellbeing (Relationships)

We strongly believe that good relationships must be fostered between staff, pupils and parents and among pupils, in order to ensure good behaviour and well-being for all. We develop good relationships with our pupils by:

Greet our children in a happy and friendly way at the beginning of each day and check the emotional well-being of our pupils.

To create a caring and supportive ethos in each class that promotes the self-worth of all pupils.

Using the pupil's voice in everything we do to ensure co-ownership of procedures and the learning journey of the class.

Provide regular Circle Time sessions to promote honesty, responsibility, communication and social skills.

Ensure positive verbal and written feedback and praise for standard effort, behaviour and work including effective use of assessment methods for diverse learning.

Use an Opinion Box to provide an opportunity to discuss personal concerns in a sensitive and inclusive way.

Our school is parent-friendly and we promote good relationships with our parents by:

- ✓ implement a structured open door policy in order to hold in-person discussions.
- ✓ Ensure that our school/home agreement clearly states our behaviour expectations, praise and reward procedures and outcomes procedure.
- ✓ share a message at home and about prizes won by their children.
- ✓ inform parents of misconduct with the results given immediately on the same day.
- ✓ involve parents in teaching their children by sharing their children's learning targets, hosting interactive parent evenings and regular family learning workshops and programs.
- ✓ involving parents in school social activities.

We aim to work effectively with our parents, so that our children receive constant messages about expectations of good behaviour at home and at school.

4. Promoting Good Behaviour and Wellbeing (Learning and Teaching):

Our Behaviour Plan will be taught on a regular basis and will be visible across school classes to ensure mutual understanding by all. All school staff will have high behavioural expectations and will provide a quality curriculum. This includes a bespoke PSE curriculum

to achieve high standards of behaviour and well-being. When planning excellent lessons, we will pay particular attention to the individual needs of our pupils including the ways or methods of learning they like, to ensure full engagement with lessons on the classroom floor. We ensure that all staff receive behaviour and wellbeing training, to ensure that our staff have the necessary knowledge and skills to deliver the scheme effectively.

5. Promoting good playtime behaviour and well-being:

There are Playtime procedures with the pupils of our school.

We train our support staff to use the school's behaviour and wellbeing plan consistently.

We have quiet areas for relaxation.

6. Praise and Reward (STEP 2)

We aim to praise our pupils on every occasion and this includes praise and verbal and written feedback in the children's books. We use stickers, stamps, Nice Message, reward certificates to promote the self-worth and confidence of our pupils. These approaches lead to personal and educational success.

7. Results (STEP 3)

Unfortunately in every school, there will be times when pupils choose to misbehave. We deal with those incidents in a fair and consistent manner following our behaviour and wellbeing promotion plan. This includes the following:

Serious Cases: In a more serious case of misconduct e.g. physical assault or bullying, we will invite parents in to discuss the incident in full and to jointly decide the appropriate consequences. This may involve the loss of privileges for a while. We will deal with these cases individually.

In delivering results, we treat every child fairly but firmly in order to protect the rights of everyone in our care. We use calm, fair and consistent physical and verbal language which encourages pupils to take responsibility for their own behaviour.

8. Challenging Behaviour and Additional Learning Needs

STEP 1



Cynllun Rheolau Ysgol Gynradd Llechryd



EXCELLENT WORK!

- Individuals are praised and rewarded (Negs Neis, stickers, golden time)

Starting Point

- Each individual starts on the green colour every day
- The individual will return to this colour after they receive any form of penalty.

FIRST WARNING

- A verbal warning, reminding the individuals of the school's rules

ORANGE STAGE - SECOND WARNING

- Move the individuals closer to the teacher within the classroom, or stand by the wall for **5 minutes** out on the yard during play time.

RED STAGE:

- Lose play time by standing against the wall out on the yard
- A phonecall is made by the Head Teacher/Teacher in charge to the home to inform them of the behaviour.
- The individuals will also move directly to this color if they cause physical harm to others, or use foul and indecent language



Challenging and vulnerable pupils: Some children have specific needs that show consistent challenging behaviours. We work closely with parents to formulate an Individual Behaviour Plan. The class teacher, CADY and the Head of School will decide on an appropriate intervention programme which is dependent on the pupil's individual needs and to ensure the full inclusion of that pupil within our school. In our school, this means some of the following:

Additional Class Strategies e.g. Specific Discrimination, Home Contact Book/Individual Behaviour Chart, Use of a Specific Resource.

Individual Social Skills programme or group

Individual programme or Emotional Literacy group

Structured Cycle Time Plan

A structured layout for Playtime e.g. Cylch Ffrindiau, Bydis,

The causes of Social, Emotional and Behavioural difficulties are wide and numerous. This includes medical conditions e.g. ADHD or Autistic Spectrum conditions, as well as various problems within the pupil's family life. We deal with each difficulty individually and in a sensitive manner to ensure the right support. Behaviour Management and Wellbeing promotion training is part of the professional development of our staff, so that we are able to deal effectively with more challenging behaviours. We use "TEAM TEACH" methods in serious and unsafe cases to ensure the health and safety of pupils and staff of our school.

STEP 2: If our school strategies are not successful, we are able to apply for support and advice to the LEA Support and Prevention Service. We can also apply for multi-agency support. e.g. TAF, Health Services. All this, in full cooperation with parents. Agencies will contribute fully to an Individual Plan for the pupil to ensure specialist and personal support.

Role of the Headteacher in cases of serious misconduct:

The role of the Headteacher is to plan, implement and review the Behaviour and Wellbeing Policy on a regular basis and to report back on the effectiveness of the Policy to the Governing Body.

It is the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school's care. It is the duty of the Headteacher/Teachers in Charge to keep records/reports on incidents of serious misconduct on CPOMS and to carry out Risk Assessments where necessary with the support of Local Education Authority officers.

The Headteacher has the responsibility of deciding on the temporary exclusion of a pupil following cases of serious misconduct and informing the Governors and the Local Authority of that decision. (Used exception in small cases and as a last step in dealing with issues of misconduct)

A headteacher also has the right to permanently exclude a pupil for a series of serious misconduct cases. Note the full role of the Governing Body in cases of permanent and temporary exclusion in the assembly's National Guidelines. Only the Headteacher or Headteacher in charge is entitled to exclude a pupil from the school premises. The Headteacher has the right to exclude a pupil temporarily one or more times for up to 45 days in a single academic year or permanently. A Headteacher may change a temporary exception to a permanent one if additional evidence has been gathered about the case and there is a serious threat to the health and safety of children and school staff.

The Chairman of the Governing Body and the exemptions sub-committee must have been notified of temporary and permanent exemptions on all occasions. If the Headteacher decides to exclude a pupil, parents must be notified within the same day giving valid reasons. This should be done verbally in the first place followed by a letter. The Headteacher must make it clear to parents that they have the right to appeal the decision of the Governing Body and how to proceed correctly. The Headteacher must notify the Local Authority of any temporary or permanent exemption as soon as possible.

The Headteacher and the Governing Body are responsible for implementing and reviewing this Policy on an annual basis. All support is expected from the school's parents in implementing outcomes in cases of misappropriation. If any parent has concerns about the way their child is being treated within our school, please feel free to contact the Headteacher in the first instance. If the controversy continues, parents should contact the Chair of the Governing Body. If these discussions do not resolve the problem, parents have the right to make an official complaint in writing to the Governing Body. We will be following the school's Complaints Policy in cases like this.

Agreed by staff: 18/11/2024

Review Date: 18/11/2025

Signed: L. Burrows