



Respect, respond, be brave, rejoice!

Parchwch, ymatebwch, byddwch ddewr, llawenhewch!

Policy for Behaviour

Ysgol Yr Esgob

Whole School Policy on Behaviour.

Management and Organisation.

Rules are displayed in every classroom. Our structured system includes rewards for the individual child, the class and the whole school.

We aim to:

- Create that best possible conditions for children to achieve their potential.
- Work through our faith and the Christian Values that we promote as a school.
- Help children grow up with a secure knowledge of right and wrong so that they may set an example to others
- Help children to develop self control
- Help children to build meaningful relationships with others
- Help children to take on responsibility for their own learning
- Set the example, as staff, through our own behaviour.
- As adults, deal with behaviour in a positive manner.

Our class rules are:

Please do.....

- Be kind and respectful to all children and adults
- Listen and follow instructions
- Involve others so they don't feel left out
- Be patient and polite
- Be responsible for you own belongings
- Use your indoor voices in the building

Please do not....

- Get involved with other people's issues making things worse
- Hit or fight or play roughly
- Use bad language
- Run in the school building
- Be rude and interrupt

As well as general behaviour around school we also acknowledge that learning behaviour is equally as important. All children have the right to a high-quality education that is not distracted by the behaviour of others.

Issues involving poor behaviour are dealt with as positively as possible. For example, if a child is not sitting appropriately in Service then the teacher will focus positive comments to those who are. Hopefully, the child involved will change his/her behaviour. If an individual is behaving badly then it must be acknowledged that prolonged public negativity is not good for the morale of the rest of the class. If this is the case then the child should be addressed individually, away from the rest of the children.

Rewards

- We operate a house system in school. Children are given Tocyn Ty and Tocyn Iaith tickets as a rewards for good work, good behaviour, or for speaking Welsh. These are counted every Friday and the winning house is celebrated. Points are added up over the year and a special reward is given for the winning house such as a picnic, a film, an art afternoon, extra sports, etc. every half term.
- A quiet word
- A written comment on work
- Positive feedback to parents directly.
- Good work or good behaviour stickers in the Foundation Phase.
- Feedback given more publicly either in front of the class or whole school.
- A visit to another classroom
- A visit to the Headteacher's office
- Work placed on the "Best Work Board"
- Star of the Week
- Receive a Head teacher's award
- Positive remarks on reports
- Postcard sent home – teachers nominate children or staff as needed.

Sanctions

- Immediate checking of behaviour by indication of disapproval if appropriate
- It could be that the teacher chooses to reinforce the good behaviour around them – a more "assertive discipline" type approach, rather than showing disapproval to an individual. This depends on the individual and the situation.
- Minor penalties where possible related to the offence ie. Picking up litter by those who drop it etc
- Writing a letter of apology
- Losing a playtime
- Time out, giving a child time to reflect.
- Loss of privileges, especially for older children.
- Referral to the Head teacher
- Parental consultation

The school's normal procedure for more persistent problems is as follows. This has been drawn up by staff and governors.

Stage 1

The Head teacher/teacher will formally record the incident on CPoms. (our electronic recording system) The Headteacher and other members of the senior management team can view all entries.

Stage 2

If there are a number of incidents, parents are consulted. It could be that an individual reward system or similar needs to be put into place for the child to help manage the behaviour. The ALNco would also be involved and an Individual Behaviour Plan may need to be drawn up. Parents would be informed and would need to sign the document. The school would monitor the child's progress against targets on the plan.

Stage 3

If there is no improvement the ALNCo/Headteacher would ask for advice from an external specialist e.g. Nurture Support from Flintshire LA. The Head teacher would also inform the parents and would seek parental permission for involvement with outside agencies.

Stage 4

If poor behaviour persists, the Head teacher would meet with/ring and also write to the parents indicating the serious nature of the problem and outlining the next step, asking parents for support in the matter.

Stage 5

Letters home, phone class and meetings would need to happen over a period of time for a pupil to move to stage 5. If there is still no improvement, fixed term exclusion could be considered for serious incidents. If this is the case then the Headteacher needs to act in accordance with Government/LA guidelines. Ysgol yr Esgob tries to avoid exclusion of any kind.

Stage 6

If the behaviour continues, after considerable intervention, consultation with the pupil, consultation with parents, consultation with Nurture Support from the Local Authority, the school may consider permanent exclusion. If this is the case then the Headteacher needs to act in accordance with Government/LA guidelines. Ysgol yr Esgob tries to avoid exclusion of any kind and permanent exclusion is a last resort. In the school's view, it should not need to happen although this policy does acknowledge that it may be necessary.

Signed.....Chair of Govs

Signed.....Head Teacher