



Behaviour Policy

Date approved by the Governing Body	
Review Date	
Signed (Chair of the Governing Board)	
Signed (Headteacher)	

Ysgol Llan-y-pwll

Behaviour Policy

1. Mission statement

Ysgol Llan-y-pwll will support, nurture and develop the skills of each child to ensure they become able and confident individuals who show pride and respect in their achievements, their language and their heritage.

2. Who the policy applies to;

- 2.1. This policy will be reviewed and monitored through consultation with the whole school community which include staff, school council and governors. Members of the school community are:
- a) Pupils
 - b) Teachers (both permanent and supply teachers, and specialist teachers e.g. for music, dance and drama)
 - c) Teaching Assistants
 - d) Office Staff
 - e) Playground supervisors
 - f) Canteen staff
 - g) Caretakers/ Cleaners
 - h) Parents/carers
 - i) School Governors

3. Aims & Objectives

- 3.1. Our school behaviour policy aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions, their actions and consequences. Good discipline practices create the conditions for effective learning and help to develop in children responsible attitudes and values for life. Effective learning can only take place in an atmosphere where standards of good behaviour are set as prerequisites.
- 3.2. Good behaviour is that conduct which assists the school to fulfil its function, namely the full development of the potential of all its pupils. Unacceptable behaviour is conduct that prevents this, either when an individual prevents his/her own development by behaving badly or when the conduct disrupts the development process for other members of the school community. It therefore follows that good behaviour is that which:
- a) conforms to the reasonable expectations and requirements of the school.
 - b) is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment.

- 3.3. This policy aims to ensure that:
- a) self-respect and respect towards others is encouraged
 - b) good behaviour is praised above focus given to negative behaviour
 - c) high value is placed on everybody's right to learn without disruption.
- 3.4. The ongoing and long-term aim of the policy is to ensure that all pupils are able to learn in a safe and happy environment without disruption. The policy also aims to ensure that individual cases of disruption / bad behaviour will be dealt with consistently and in a constructive and fair manner when they occur. Procedures for dealing with disruptive behaviour are clearly set out so that all members of the school community know what they can expect from the school and what the school expects of them.
- 3.5. This policy will support us in:
- a) providing a safe and happy learning environment free from any disruptions.
 - b) establishing a means of dealing with disruptive behaviour
 - c) ensuring that all pupils and staff are aware of this policy and adhere to it on a day to day basis.

4. Stakeholder's expectation and engagement with the policy

Pupils

- 4.1. We expect all of our pupils to enjoy their education at Ysgol Llan-y-pwll to be able to learn in a safe and secure environment and to have their needs met. At the same time we wish to encourage children to see that other children deserve and must enjoy the same treatment as they do.

Staff

- 4.2. All staff will be expected to:
- d) Promote an environment that is constructive and safe for all pupils to learn through their own teaching practice and actions.
 - e) Follow the procedures set out in this policy when they are dealing with disruptive behaviour.

Parents/carers

- 4.3. Standards of behaviour are well established in children before they come to school. The accepted standards of behaviour will vary from home to home and family to family, but conflict arises when the expectations of school are different from those of home. Often in a smaller community such as the home, individual needs can largely be accommodated without undue disturbance, but a school is a larger community where the interests of each individual have to be subsumed.
- 4.4. Pupil's acceptance of any system of rules for behaviour is determined by the attitudes of home and local society e.g. there is little point in striving to train

children not to throw litter if cigarettes or sweet papers are regularly thrown from the family car. Parental acceptance of the school's expectations and active co-operation with the staff is absolutely essential if an acceptable standard of discipline is to be achieved.

- 4.5. The co-operation of parents/carers is sought in relation to maintaining high standards of pupil's attendance, punctuality, personal appearance, the wearing of school uniform, caring for learning materials particularly those which belong to the school and respecting other's right to learn.
- 4.6. Everybody at Ysgol Llan-y-pwll has every right to learn in a safe and calm environment. Staff will do their best to address any concerns that you may have about disruptive behaviour; and you will be asked to co-operate with the school in supporting your child and promoting the message that disruptive behaviour is not acceptable.
- 4.7. If your child is being disruptive in class you can expect that:
 - a) Your child will be spoken to by his/her class teacher.
 - b) Your child will be treated fairly.
 - c) Your child will be expected to change his/her behaviour and supported and encouraged in doing so by staff.
 - d) Your child will be encouraged to reflect on their behaviour.
 - e) Should the Headteacher deem it necessary you will be contacted and asked to attend a meeting to discuss your child's behaviour. Your full co-operation is expected in order for the school and home to work co-operatively to prevent any further behavioural issues.
 - f) Wherever necessary, the school will put you in contact with outside agencies that can help to support you and your child in addressing his/her behaviour.
 - g) Should your child's behaviour remain to be unacceptable then he/she will be internally excluded from the class under supervision; this is to allow other pupils in the class to continue with their learning. The Headteacher reserves the right to ask you to attend the internal exclusion should she deem it appropriate.
 - h) Should your child's behaviour be of risk to either themselves or any other school attendee, those trained members of staff only shall restrain the child to prevent any further risks.
 - i) Excluding pupils from Ysgol Llan-y-pwll is a very last resort, however if the school's steps to solution have not been successful and there continues to be a threat to the right of our pupils to learn or to the health and wellbeing of any member of the school community then we will have no choice but to exclude in line with the Local Authority guidelines.

Governors

- 4.8. School Governors can expect to be kept up-to-date on any serious cases of disruptive behaviour in the Headteacher's report to Governors.
- 4.9. School Governors will be expected to:
 - a) read, understand and agree with the behaviour policy and practices in the school and
 - b) publicly support the school's policy.

5. Positive behaviour at Ysgol Llan-y-pwll

- 5.1. All members of staff at Ysgol Llan-y-pwll operate a positive reinforcement approach to disruptive behaviour. The steps to be taken are as follows:
 - a) Ignore inappropriate behaviour such as attention seeking which is not harmful to the child or others.
 - b) Staff member to speak with pupil and outline why behaviour is unacceptable (but not in front of the rest of the class).
 - c) Should behaviour persist class teacher to set sanctions such as time-out/break or lunchtime detention/loss of privileges. Class teacher to discuss issues with parent/carer.
 - d) Further disruptive behaviour must be referred to Headteacher.
 - e) Headteacher will contact parents and arrange a meeting to discuss the issues raised. Possible strategies at this point could include home/school book or personal target chart.
 - f) Should further disruptive behaviour occur then the Headteacher will contact outside agencies for interventions as appropriate.
 - g) Any disruptive behaviour which impacts on the health and wellbeing of pupils, staff or visitors to the school could result in exclusion in line with the Local Authority guidelines.
- 5.2. Pupils are rewarded through the following channels:
 - a) Dojo Points
 - b) Golden Assembly
 - c) Stickers
 - d) Visit to the head teacher
 - e) Certificates/ Happy Grams
 - f) Feedback to parents/guardians
- 5.3. Pupils are taught positive behaviour through:
 - a) Amser Cylch
 - b) 'Wal Waw'
 - c) Direct and Parallel Praise

6. School Visits and Trips

- 6.1. Children are expected to represent the school in the best possible light. Members of the senior management reserve the right to refuse individuals from participating on trips and visits should they deem that their behaviour could cause harm to either themselves or others.
- 7.2 Every effort is made to ensure inclusivity at Ysgol Llan-y-pwll. Should we be concerned about a child whilst on a school visit, we endeavour to find a solution whether it be parents or extra members of staff accompanying us.

8. Recognised Stages of Behaviour and Recommended Response Examples:

The model below looks at the stages of developing crisis over a period of time. The processes can describe a solitary incident or several incidents over the course of a day.

When reviewing the stages, all stakeholders may recognise early triggers and missed opportunities to manage the recovery. The intention is to help all assess where the individual is in the process and choose the best response for that individual to help de-escalate the situation.

Stages:

- 1 Anxiety/Trigger – need for support and reassurance.
- 2 Defensive/Escalation – Need for diversion, reassurance, clear limits, boundaries and choices.
- 3 Crisis – possible need for a restrictive physical intervention.
- 4 Recovery – need for coordinated letting go, support and reassurance.
- 5 Depression – need for observation, support and monitoring. Recovery and repair.
- 6 Restoration – Reflect, repair and reconnect.

Stage 1	
Low Level Behaviour Examples	Low Level Response Examples
Individual shows signs of anxiety. Hands over ears. Hiding face in hands or bent over/under the table. Pulling up collar or pulling down hat.	Read the behaviour and body language. Intervene early to remove source of frustration. Offer reassurance – including positive physical prompts.

<p>Rocking or tapping.</p> <p>Withdrawing from group.</p> <p>Refusing to speak or dismissive.</p> <p>Refusing to co-operate.</p> <p>Adopting defensive postures.</p>	<p>Explain clearly what is happening and what will happen next.</p> <p>Communicate – talk and listen.</p> <p>Use appropriate humour.</p> <p>Display calm body language.</p> <p>Talk low, slow and quietly.</p> <p>Assess the situation.</p> <p>Divert and distract by introducing another activity or topic.</p>
<p>Stage 2</p>	
<p>Medium Level Behaviour Examples</p>	<p>Medium Level Response Examples</p>
<p>Individual begins to display higher tension.</p> <p>Making noises and moving around.</p> <p>Belligerent and abusive.</p> <p>Talking louder – higher – quicker.</p> <p>Adopting aggressive postures.</p> <p>Changes in eye contact.</p> <p>Pacing.</p> <p>Breaking minor rules.</p> <p>Low level destruction.</p> <p>Picking up objects which could be used as weapons.</p> <p>Challenges – “I will not...you can’t make me”</p>	<p>Continue to use Level 1 de-escalation responses.</p> <p>State desired behaviours clearly.</p> <p>Use distraction to refocus attention on something positive.</p> <p>Set clear enforceable limits.</p> <p>Offer alternatives and options.</p> <p>Offer clear choices.</p> <p>Give a get out with dignity.</p> <p>Assess the situation, consider making the environment safer and getting help.</p> <p>Remove audience.</p> <p>Guide the elbows towards safety (trained staff members only)</p>

Stage 3	
High Level Behaviour Examples	High Level Response Examples
<p>Shouting and screaming.</p> <p>Head banging against people or surfaces.</p> <p>Slapping or punching staff.</p> <p>Damaging property.</p> <p>Moving towards danger.</p> <p>Fiddling with electrics.</p> <p>Climbing trees, roofs or out of windows.</p> <p>Tapping or threatening to break glass.</p> <p>Moving towards weapons.</p> <p>Picking up objects which can be used as weapons.</p> <p>Grabbing or threatening others.</p> <p>Hurting others (head butting, pinching, biting, kicking, slapping, punching)</p>	<p>Continue to use all the level 1 and 2 de escalation responses.</p> <p>Make the environment safer.</p> <p>Move furniture and remove weapon objects.</p> <p>Guide assertively – hold or restrain if absolutely necessary.</p> <p>Ensure face, voice and posture are supportive not aggressive.</p>

Stage 4

Recovery Support Examples
<p>Support and monitor</p> <p>Give space and time.</p> <p>Insulate from sources of frustration</p> <p>Look for signs that the individual is ready to communicate.</p> <p>This may not be a good time to touch – could provoke a reversion to crisis.</p>

Stage 5

Depression – Post Incident Support

Support, reassure and monitor

Respond to any signs that the individual wants to communicate.

Show concern and care but do not attempt to resolve residual disciplinary issues at this stage.

Listen and Learn – rebuild damaged emotions and relationships.

Allow sufficient time.

Stage 6

Restoration

Restoration can only begin when the individual is ready.

Reflect, repair and reconnect.

What happened? How did this make you feel? What can you do next time you feel that way?

Identify the good choices and bad choices.

Identify what needs to be done to fix things.

Listen to the individual's point of view.

Link feelings to behaviour.

Learn a better way for next time.

9. **Duty of Care**

All stakeholders at Ysgol Llan-y-pwll have a duty of care to our pupils. All stakeholders work cooperatively in ensuring the child's needs are met.

At Ysgol Llan-y-pwll we will endeavour to look ahead, anticipate what could possibly go wrong and take reasonable steps to prevent it.