YSGOL Y LAWNT

Positive Behaviour Policy

POSITIVE BEHAVIOUR POLICY

'Praise Positive Behaviour'

GENERAL POLICY STATEMENT

The importance of encouraging positive patterns in our children cannot be overstated. It underpins the ethos of the school and is essential in promoting learning. It ensures the safety of the children in our care and the welcome felt by visitors. Good behaviour is essential for the smooth running of the school.

It is important that all staff, both teaching and non-teaching,provide positive models of behaviour for our pupils.

Our philosophy is to praise positive behaviour and reward them appropriately

We believe children should: -

- be considerate towards others in every aspect of school life
- respect the views of others
- be polite and courteous to everyone they meet
- be friendly and welcoming
- be honest, reliable and responsible for their actions
- be aware that their actions have consequences for others and themselves

We aim to: -

- ensure the safety and happiness of all our pupils
- take appropriate action to deter bullying
- ensure that our children show consideration for others
- foster a sense of pride in and loyalty and commitment to the school
- safeguard the right of all children to take advantage of all opportunities school has to offer
- treat all children with equal fairness
- work together with parents to overcome individual problems

Unacceptable behaviour

The following are some examples of what we would regard as unacceptable behaviour and is not exhaustive: -

- disregard of requests for co-operative, sensible and considerate behaviour
- threatening, verbal attacks or abusive language toward other children and adults
- bullying
- acts which are racist and/or sexist which causes upset to others
- fighting and swearing
- causing damage to the property of others, including the school itself
- misuse of mobile phones and social media sites

It is vital that a fair and consistent approach to dealing with problems is understood and used by everyone. Children must not be made to feel that they are being treated unfairly or any differently from anyone else.

- when dealing with a situation it is important not to over-react
- avoid confrontation

- address the problem
- listen to all sides of the story
- try to establish the facts (not always very easy)
- judge only when certain
- use punishment sparingly and appropriately

Classroom Management

A great deal of positive behaviour can be achieved and encouraged through the provision of well planned, exciting lessons which engage the interest of all pupils. Children must be encouraged to set themselves high standards and to take pride in their work. Within the class they must learn to listen attentively to others, take turns in speaking and getting their teacher's attention.

The classroom environment gives clear messages to children about the extent to which they and their efforts are valued. Classes which are well organised and have easily understood routines will help to develop independence and self-discipline. Relationships between children and teacher, strategies for encouraging good behaviour, arrangement of furniture, neatness and orderliness, access to resources and classroom displays all influence the ways in which children behave.

Teaching methods must encourage enthusiasm for the subject and active participation for all. Praise must be used to encourage and reward instances of good behaviour as well as good work. Teachers' specialist knowledge of individual children will enable them to make appropriate allowances when necessary.

School Rules

The school has few written rules that can be summarised as follows: -

1. We speak Welsh
2. We are courteous
3. We respect one and other
4. We look after one and other
5. We respect the school and all the rules that keep everyone safe

Classes are also encouraged to devise their own set of agreed classroom rules. This should involve the full participation of all the children and often results in a far more prescriptive set of rules than we, as adults would draw up. These rules should be displayed prominently in the classroom and should be referred to regularly if they are to be effective.

Rewards

The emphasis must always to be to encourage positive behaviour rather than to criticise inappropriate behaviour and rewards have a major role to play in this. The most immediate method is verbal praise; it is motivational and helps children to realise that good behaviour is valued.

System gwobrwyo
Ysgol y Lawnt

Er mwyn sicrhau cysondeb ar draws yr ysgol dyma beth a benderfynwyd.
Tri C : Cymreictod, Cyfrifoldeb, Cwrteisi

> Dim Class Dojo
> Defnyddio sticeri i annog plant i orffen gwaith / gweithio'n galetach
> Dewiswch 3 plentyn pob dydd i dderbyn tystysgrif y tri C - bydd y rhain ar gael yn eich dosbarthiadau i roi allan ar ddiwedd pob dydd. Erbyn diwedd yr wythnos dyle 15 o blant wedi derbyn tystysgrif.
> Gwasanaeth pob bore yn y dosbarth
> Gwobrwyo - presenoldeb, pwyntiau rhesi, Cymreictod, cwrteisi, cyfrifoldeb.
> Goleuadau traffig - Cyfrifoldeb pob aelod o staff yw sicrhau bod unrhyw ddigwyddiad, parthed yn y clwb brecwast, yn y corridor, yn y dosbarth neu ar y buarth yn cael ei datrys ar y fan. Mae hyn yn rhan o swydd disgrifiad pawb. Defnyddiwch y goleuadau traffig fel adnodd i wella ymddygiad drwg - ar adegau mae rhaid dangos bod goblygiadau yn dilyn y ffordd mae rhai yn ymddwyn.

Reward system
Ysgol y Lawnt:

Three C's: Welsh, Responsibility, Courtesy

> Don't use Class Dojo's
> Use stickers to encourage children to finish work / work harder
> Choose 3 children each day to receive a certificate for one of the three C's – certificates will be available in your classes to give out at the end of each day.
> Recognition Wall - by the end of week 15 names from each class should be display on the recognition wall.
> Assembly every morning in the class.
> Rewards for Lining up promptly, attendance, speaking Welsh, being Courteous and being responsible.
> Traffic lights – All members of staff must deal with any situation that arises immediately, whether it is in breakfast club, the corridor, on the yard or classroom. Everyone has a responsibility to ensure all pupils are safe and happy at school. The traffic lights are a tool to improve unacceptable behavior - at times it is necessary to show implications that follow unacceptable

behavior.

Traffic lights / Certificates, Stickers, Recognition Wall -
"Praise Positive Behaviour"

It is important that we focus on as many positives as possible. If a child has been recognized for one of the three Cs in the week - they deserve to keep that – these rewards must not be taken away from them.

The 'traffic light' system is completely separate and has to be implemented correctly so that it has a positive impact on the children. They must learn where the boundaries are and not to cross them.

Sanctions

This is always a more difficult area of behaviour management to deal with. Sanctions are necessary to register disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where praise and respect are central, disapproval and loss of respect can be powerful punishments.

The use of punishment should be characterised by the following features: -

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are needed to avoid future punishment
- Reprimands should, whenever possible and appropriate, be delivered away from other children
- Group punishments should be avoided as they may breed resentment
- There should be clear distinction between minor and major offences
- It should be the behaviour rather than the child that is being punished

Punishments range from verbal and facial expressions of disapproval through withdrawal of privileges, referral to the Head or Deputy, letters to parents and interviews with parents to exclusion (following LEA guidelines). Most instances of misbehaviour are relatively minor and can be dealt with simply and quickly by a verbal reprimand. Some may require withdrawal of privileges or being kept in at break times. The latter can only be done as long as the class teacher remains with the child(ren). ***On no account should children be left in the hall or classroom unsupervised.*** Putting children to stand outside the classroom is not acceptable.**The class *teacher is responsible for the pupils in the class and must deal with situations sensitively and professionally at all times, this includes any changes in classes; eg Gwener Gwenu.***

Where anti-social, disruptive and aggressive behaviour continues despite all the teacher's attempts to curb it, and then the child should be referred to the Head teacher who will summon the parents to discuss possible ways forward. Additional specialist help, usually form the Psychology Service, may

sometimes be necessary to draw up behaviour plans. Teachers can also draw up classroom behaviour plans and make direct contact with parents when they feel it is appropriate. It is paramount to inform the head teacher in such circumstances. Behaviour books which are sent home each day for parental comments are a common form of behaviour plan. More information and advice on drawing up classroom behaviour plans are obtainable from the Head teacher.

Six stages of consequence

Each class will have a traffic light system as a visual aid for the pupils to understand at which stage of the consequences they are at. Every Monday morning pupils will begin with a clean slate, but a rolling record will be kept by the class teacher of who has misbehaved.

1. Verbal warning – remain on green light.
2. 1st yellow card – miss 5 minutes playtime, move to yellow light.
3. 2nd yellow card – miss 10 minutes playtime / behaviour logged, remain on yellow light.
4. Red card – go to Buddy Teacher / miss 15 minutes playtime, move to red light.
5. If behaviour continues to deteriorate – send to Deputy Head.
6. If behaviour continues to deteriorate – send to Head Teacher and a letter or a phone call home.

Constant offender

A constant offender is a person who has been logged in the behaviour log 3 times in the same half term period. The following will happen:

1. Sent to the Head Teacher
2. Inform parents via a phone call
3. If there is a subsequent entry to the behaviour log, a formal warning will be given via a letter and parents will be requested to come in and discuss behaviour with the Headteacher and class teacher. If the problem is at lunchtime, the child may be removed from school during the lunch-break; if the problem is in class the child may be given a temporary exclusion from school.
4. Monitor behaviour through home/school book and put a behaviour plan in place according to the individual's needs.

Instant exclusion will be issued to any child for extreme instances of behaviour, to include:

Individual extreme aggression towards a member of staff or another child.

Serious behaviour that leads to endangering themselves or another person.

Extreme swearing or verbal attacks directed towards a member of staff.

Any child receiving 3 red cards in the same half term period may be excluded from any reward trips that term.

Bullying

It is our aim at Ysgol y Lawnt to develop a caring community where children treat each other with compassion and respect. We emphasise the importance of good relationships so as to establish an ethos and atmosphere in which anti-social behaviour is considered unacceptable. It is the right of every child to attend school in a safe and secure environment.

Bullying can be defined as the wilful, systematic desire to hurt another and will not be tolerated in school. It can take the form of verbal, physical or psychological abuse such as name-calling or spreading “stories”.

The problems associated with bullying are well known. One of the major difficulties we have is with the perception of parents/carers and the children of the difference between bullying and other instances which are not systematic or where children fall out. All instances where ‘bullying’ is reported, however, must be investigated. It will be up to the judgement of the staff involved as to how far the investigation proceeds. Instances where one or more child is consistently upset by the behaviour of others and this is not reciprocated will almost certainly constitute an example of bullying.

Whilst the problem of bullying must be addressed, it is essential for the development of the individual that he or she learns to deal with conflict and minor skirmishes so as to grow into an adult capable of mature relationships. There are, and always will be, strong personalities who dominate play and other situations and tend to be leaders who “organise” groups. These are not bullies.

Bullies usually focus on younger, smaller or timid children. They display aggressive attitudes and intimidate and destroy rather than display strong, positive attitudes of organisation or an eagerness for progress.

Victims may be somewhat different in appearance or speech or suffer from lack of self-esteem. They may behave or react in a way which seems to encourage bullying. Symptoms may be exhibited which include:

- Absenteeism
- Under achievement
- Becoming withdrawn
- Not wanting to go out at break times

When dealing with instances of bullying the following procedures should be adhered to: -

- The complainant’s account must be listened to

- Proposed action must be discussed with the child. This may mean that the child does not want anything to happen at this stage but should be made aware that any further instances must be reported to an adult.
- On no account should bullies and victims be talked together unless the victim is happy to do so.
- If the child wants action to be taken, then the other's account must be listened to separately. This will often result in hearing an entirely different story and can make resolving the problem by taking action against one child very difficult. Where it is clear cut, the 'bully' should be made aware that further instances will not be tolerated and that parents/carers will be involved. ***A written note of this should be made, kept and copied to the head teacher.***
- Where possible, the account of eyewitnesses should be sought especially where two different stories are given in above.
- Where further action is required, the parents/carers of both children should be informed.
- All incidents reported to us by parents/carers must be investigated and the action to be taken agreed with them. The results of this action should then be communicated to them by word of mouth, telephone or letter.
- There is no doubt that there are some problems in this subject which are unusual to the school area. This knowledge should always inform our actions.

Communication and Parental Partnership

We give a high priority to attempting to establish close communication between school and home and to developing a positive partnership with parents and carers. Where the behaviour of a child is giving cause for concern it is important that parents/carers are made aware of those concerns at an early stage. This can be done by having a quiet word when children are brought or collected or by means of a letter home. In general, this kind of approach should be used before involving other staff but those concerns should be reported to the head teacher.

Parental support and co-operation are needed and any approach should reflect the importance of their partnership role. Their involvement in any plan will be vital to its success.

Implementation, Monitoring and Evaluation

This is the responsibility of the whole school community but the particular responsibility of the Headteacher, Deputy Head and the Assistant Headteacher. It would be achieved by a variety of ways to include:

- > Discussion with all staff on behaviour both formally (staff meetings) and informally.
- > Regular observation of classrooms and playgrounds.
- > Monitoring of any recorded incidents.
- > Annual reviewing of standards when considering priorities for the School Development Plan.

Appendix 1

1.1 Arrival and Departure times.

All pupils must arrive at school at the allocated time for their Bubble. Parents are expected to collect their child at the correct time as not to hinder the departure of other children's bubble.

1.2 Entry and Exit points

Specific entry and exit points have been allocated for pupils. These are to be used in conjunction with point 1.1 above.

1.3 Pupils arriving by Bus or Taxi

All pupils arriving by school transport will enter the school via the main entrance. At the end of the school day, pupils will be escorted to the school hall and will sit in rows liked to their bus bubble. Staff will escort pupils to their bus,

1.4 Hygiene, handwashing and sanitising

All pupils will use hand sanitiser on entry to the school. Staff will ensure handwashing happens every hour, after using the toilet, before and after food and following any outdoor activities. Hand sanitiser is placed outside toilets, classrooms and cloakrooms. Pupils will be observed using these products.

1.5 Socialising

Pupils will be placed in a bubble of approximately 20 children. Some of these will be mixed age bubbles e.g. the youngest from year 2 with the oldest from year 1. Pupils will remain in their bubble throughout the day and no two bubbles will be allowed to mix. On the school yard all bubbles will be allocated a place to play and will only socialise within their own bubble.

1.6 Moving around the school

Upon arrival pupils will be met by a member of staff. Pupils will be shown what areas they are able to access and one way systems will need to be followed at all times. Pupils will be taught how to social distance and staff will

encourage this at all times. Lunch times will be in the classrooms and staff will be responsible for sanitising tables before and after lunch (pupils will be shown how to do this by using a sanitising wipe and how to dispose of this safely).

1.7 Disposal of tissues

Pupils who are presenting with a cold or a cough will be encouraged to use a tissue and to safely dispose of it in the bin provided. Pupils will be expected to wash their hands thoroughly.

1.8 Coronavirus

If a child becomes symptomatic: - new continuous cough, high temperature, loss of taste / smell or generally unwell they must tell staff and staff will inform parents.

Pupils will be taught about the risk of coughing and spitting at/towards another person. Any child caught doing this on purpose will be sanctioned in line with this policy.

1.9 Sharing equipment / food

All pupils will be issued with a plastic wallet which will include all the writing / drawing equipment they will need at school. Pupils will be responsible for their own equipment and at the end of the school day the plastic wallets will be sanitised and left over night.

All pupils will be issued with a drinking bottle, thus to avoid cross contamination between home and school. Pupils names will be on the bottle and lid. Bottles will be sanitised by a member of staff in Milton Fluid at the end of every day.

Use of classroom equipment within the bubble is permitted and at the end of the day all classroom equipment will be sanitised.

Any books that are no longer required will be put into quarantine for 72 hours before they can be used by another bubble.

Pupils will bring in a packed lunch, they must not share food with other children.

1.1.1 Cloakrooms / toilets

All class bubbles will have allocated toilets. Pupils in the junior section place their coats on the back of their chairs. This is to avoid cross contamination and to avoid small groups gathering in the cloakroom. Younger pupils will place their coats on allocated pegs, staff will supervise these areas.