

Policy Document for: Behaviour



Respect Achievement – Achieve Respect

Agreed	Head Teacher	Chair of Governors	Review

YSGOL OWEN JONES BEHAVIOUR POLICY

Vision

Curious, Caring and Courageous

Mission

Building healthy habits to happiness as we learn together.

Habits

Brave – Creative – Kind – Healthy - Trusting

This document is a statement of the aims, expectations, principles and strategies for behaviour and discipline at Ysgol Owen Jones. LEA guidelines have been taken into consideration in the formulation of this policy and the school works very closely with the LEA Behaviour Support and Inclusion Team.

It was reviewed during the Autumn term 2021 through a process of consultation between all members of the school community including teaching and non-teaching staff, governors and pupils. It will be approved by the Governing Body in the Autumn 2021. This policy will be reviewed in the Autumn of 2022.

Aims

It is a primary aim of our school that every member of the school community feels 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.

At Ysgol Owen Jones we have developed a set of habits which underpin our vision and mission and our behaviour policy is based upon these, the Four Core Purposes of the Welsh Curriculum, the UN Rights of the Child and the Home-School Agreement.

The overall vision and mission of the school will be achieved with the co-operation of all concerned with our school, their commitment to improve the quality of everyone's learning and with due consideration to everyone's needs and so they are ready to lead fulfilling lives as valued members of society and citizens of Wales and the world.

Expectations

We endeavour to create a stimulating environment where children can have a whole variety of direct experiences and challenges in an atmosphere of warm relationships between children and adults. We have high expectations of our pupils and encourage them to have high expectations of themselves through embracing the 5 Habits of Ysgol Owen Jones, which are:

1. Be Brave
2. Be Creative
3. Be Trusting
4. Be Healthy
5. Be Kind

As a school we believe in using a positive behaviour management model as we feel children respond best to this approach. We achieve this by praising and rewarding children who demonstrate these habits in a variety of ways, including:

Teachers celebrate children's success in their own classes in a wide variety of ways. Children receive positive feedback for their work verbally or in writing.

Children receive stickers.

Children take their work to the Headteacher.

Pupils are rewarded with marbles. These marbles are added to the class marble jar and the more marbles the class achieve the more 'Over to you time' they receive.

Golden Envelopes are given to pupils who are demonstrating behaviours reflecting the habits. A staff member will give these postcards when they see these behaviours. There is no limit to the number of postcards that a child can receive in one year and they are celebrated in the weekly 'Merit' Assembly.

The school also acknowledges all the efforts and achievements of children, both in and out of school, for example, music or swimming certificates and these are also announced and shared in the Merit assembly.

Supporting pupils

As a school we understand that a variety of approaches are needed to support and encourage children to demonstrate the habits and reach their full potential.

To aid the pupils in achieving this, the school has developed the use of Chimp Management Mind Model (Professor Steve Peters) to aid the children to demonstrate these habits.

The Chimp Management Mind Model identifies that the key to being happier, competent and successful is in learning to manage the chimp brain.

For children they follow a 3-step process.

1. To acknowledge that the chimp brain has taken over. Then, to say 'Stop!' to the chimp.
2. To say 'sorry' to whoever they have upset.
3. To try and do something nice to put things right again.

Each class also has a display which prompts them to recognise their behaviour if needs be, and to take action with support to manage their 'chimp brain'. If children are struggling to manage their behavior they will discuss this with a staff member at an appropriate time, which may be during a playtime or lunchtimes.

Alongside the 'Chimp Management Mind Model', staff members may also use other forms of support if they do not respond to the 3- step process outlined above.

These include:

- Discussing difficulties and ways during playtime or lunchtime, which may also include completing any unfinished work.
- Providing children with space and time from the rest of the class to help regulate their behaviour. This may include providing time for pupils in the Nurture Room.

Managing Behaviour Approach (See Appendix 1)

For children who persistently finding it difficult to manage their behaviour in the classroom, the following may also occur:-

- a. Class teacher will discuss difficulties with the child's parents and explain the support being put in place.
- b. Advice would be sought from the Additional Needs Coordinator and Nurture Lead in the best way forward to support pupil. In addition the matter will be discussed with the Headteacher.
- c. The behaviour will be discussed with the Headteacher and if there is no improvement after implementing strategies a meeting with the Headteacher, ALNCo or Nurture lead and the childs' parents will be arranged.
- d. A line of communication between school and parents will be agreed and monitored on a regular basis. A meeting to review progress will be arranged at the first meeting.
- e. If difficulties persist, advice from outside agencies may be sought.

***Any incidents of concern will be recorded on the CPOMs tool by staff members to help the school monitor the behaviour of our pupils.**

The class teacher discusses the 5 habits with each class and they also also regularly referred to during

assemblies so that every child in the school knows the behaviours we all need to demonstrate. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class. Inclusion of Circle Time to be used as a support. All staff have received in house training on the delivery of circle time.

Verbal or minor physical aggression

If a child is displaying verbal aggression or minor physical aggression towards school property, other pupils or staff members during class or break times they will be provided with:

- Space and time from the rest of their peers to help regulate their behaviour. This may include providing time for pupils in the Nurture Room.
- Once the child has calmed down and had time to reflect the incident will be discussed and investigated with the Class Teacher and Headteacher, or Senior Leadership Team member. They will work away from their class for an appropriate amount of time or will stay indoors for the remainder of their break or lunch time.

Serious physical aggression

If a child is displaying serious physical aggression towards school property, other pupils or staff members during class or break times they will be given space and time from the rest of their peers to help regulate their behaviour

Once the child has calmed down the incident will be discussed and investigated fully with the Headteacher or Senior Leadership Team member. Then parents would be contacted and the matter discussed.

On a first incidence the child will be given a warning of exclusion which will include a letter to parents and they will given an internal exclusion which will result in them working in isolation for a fixed number of days.

If the child repeats the behaviour within a three month period they will receive a fixed term exclusion. This will be followed by a return to school meeting to discuss the difficulties and what support is in place or being put in place to support the child. The school's Inclusion Welfare Officer and the Local Education Authority will be informed of any exclusions.

For further information following an exclusion, please see the Welsh Government 'Exclusion from schools and pupil referral units' guidance. [Exclusion from schools and pupil referral units \(PRU\) | GOV.WALES](#)

If a child displays serious actual violence towards another learner or staff members or towards school property that puts the safety and wellbieng of themselves and others at risk they may be excluded without warning.

The schools commitment (Home-School Agreement)

- Provide a happy, caring and secure environment in which each child will thrive.
- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school.
- Provide a broad, balanced and carefully planned curriculum to meet the individual needs of your child.
- Ensure that your child achieves their full potential as a valued member of the school community.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Keep you informed about general school matters and your child's progress at different points in the

school year.

- Inform parents of matters for praise or concern affecting their child's work or behavior.
- Advise parents of the topics for teaching at the beginning of each term.
- Provide homework on a regular basis to assist your child's learning with an emphasis on high quality rather than volume.
- Provide a range of after school extra-curricular activities designed to enrich your child's experience

Parents Commitment (Home-School Agreement)

- Ensure that our child/children attend school regularly and are properly equipped, informing the school as soon as possible regarding the reasons for any absence.
- Ensure that my child arrives at school on time and is promptly collected at the end of the school day and at the end of other school activities.
- Inform the school of any concerns or problems that might affect our child's work or behaviour
- Support the school policies to ensure high standards of behaviour are maintained.
- Support the school's policy on dress code for daily wear including PE kit.
- Encourage our child/children to be independent, self-motivated and to feel a sense of responsibility for their own learning.
- Encourage and support our child/children in home-learning.
- Get to know about our child's life at school.
- Attend parents' evenings and discussions about our child's progress.
- Support the school's acceptable use policy in ensuring social networks, when used, do not bring the name of Ysgol Owen Jones into disrepute.

Pupil Commitment (Home-School Agreement)

- Come to school regularly and on time with all the things I need for the day (including homework and PE kit).
- Always be polite and courteous to all pupils and adults within the school.
- Be dressed correctly in full school uniform.
- Be prepared to help and show consideration for others.
- Ensure that homework is always completed on time.
- Always obey the anti-bullying policy, and report any incidents of bullying that I become aware of.
- Listen carefully and work to the very best of my ability at all times.
- Read and sign the Electronic Communication agreement.
- Take pride in our school and my local environment.
- Follow the school's Five Habits and behave well inside and outside of the classroom.

The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, 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.

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.

The headteacher keeps records of all reported serious incidents of misbehaviour using the CPOMs Safeguarding Tool.

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 anti-social behaviour, the headteacher may permanently exclude a child. These actions will subsequently be notified to governors.

The role of governors

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.

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.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Guidance document no: 171/2015 . We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

<http://gov.wales/docs/dcells/publications/150423-exclusion-guide-en.pdf>

Only the headteacher has the power to exclude a child from school. If they are absent from school, then the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the headteacher's absence.

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. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

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.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

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

The governing body has a discipline committee. This committee considers any exclusion appeals on behalf

of the governors.

When a disciplinary committee 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' disciplinary committee decides that a child should be reinstated, the headteacher must comply with this ruling.

Monitoring and review

The headteacher and Senior Leadership Team members monitor the effectiveness of this policy on a regular basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. Staff members, including the headteacher, teachers, classroom assistants and mid day supervisors record incidents / behaviours of concern both inside and outside of the classroom using the CPOMs safeguarding tool.

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; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every three years. 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.

Appendix 1

Ysgol Owen Jones
Managing Behaviour Approach

For children who persistently finding it difficult to manage their behaviour in the classroom, the following may also occur:-

