



Behaviour Policy for Ysgol Gymraeg Casnewydd



Polisi Ymddygiad ar gyfer Ysgol Gymraeg Casnewydd



Introduction

Through our mission statement, 'Meithrin Meddyliau Yfory Gyda'n Gilydd' – 'Nurturing Tomorrow's Minds Together' - and our whole-school ethos, Ysgol Gymraeg Casnewydd promotes the positive values that are essential for wellbeing and learning.

It is a primary aim of Ysgol Gymraeg Casnewydd that every member of the school community feels valued and 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 Behaviour Policy is therefore designed to support the way in which all stakeholders 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, and to help children to become positive, responsible and increasingly independent members of the school community and of society.

The four purposes of Curriculum for Wales are the starting point and aspiration for our schools' curriculum design and planning. Ultimately, our aim is to support our learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society:

The school has values and rules, but the primary aim of the Behaviour Policy is not a system to enforce rules but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The importance of encouraging positive behaviour 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 the duty of all staff, both teaching and non-teaching, to provide positive models of behaviour for our pupils. This policy applies equally to all pupils and staff, regardless of race, religion, sexuality, gender or disability. However, it is acknowledged that some children will have Individual Development Plans with respect to behavioural targets and that an individual's needs may differ according to ability, culture or circumstances. It is our aim to encourage and teach appropriate behaviour and to provide a safe and secure learning environment for all pupils.

We believe children should:

- Be friendly, kind and considerate towards others in every aspect of school life;
- Respect the views of others;
- Be polite and courteous to everyone they meet;
- Use, feel pride for and respect the Welsh language;
- 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, happiness and wellbeing of all our pupils and staff;
- 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, the Welsh language and our community;
- 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.

Habits of adults who manage behaviour well:

- They meet and greet learners and staff with a smile
- They persistently catch pupils doing the right thing
- They teach the behaviours that they want to see
- They treat pupils how they would like to be treated
- They reinforce conduct/attitudes that are appropriate to context
- They agree rules/routines/expectations and consistently apply them with rewards and sanctions
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up on any child.
- They keep their emotion for when it is most appropriate and appreciated by everyone.

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 or abusive language towards other children and adults;
- Bullying;
- Acts which are offensive towards a group of people;
- Fighting and swearing;
- Causing damage to the property of others, including the school itself.

It is vital that a fair and consistent approach to dealing with problems is understood and used by everyone. However, some children have individual targets determined by advice from outside agencies. School staff will adhere to these on an individual basis. 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 to:

- not overreact;
- 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 sanctions sparingly and appropriately.

Classroom Management

A great deal of positive behaviour can be achieved and encouraged through the provision of well planned, purposeful lessons which engage the interest of all pupils within a well organised setting. 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 Values

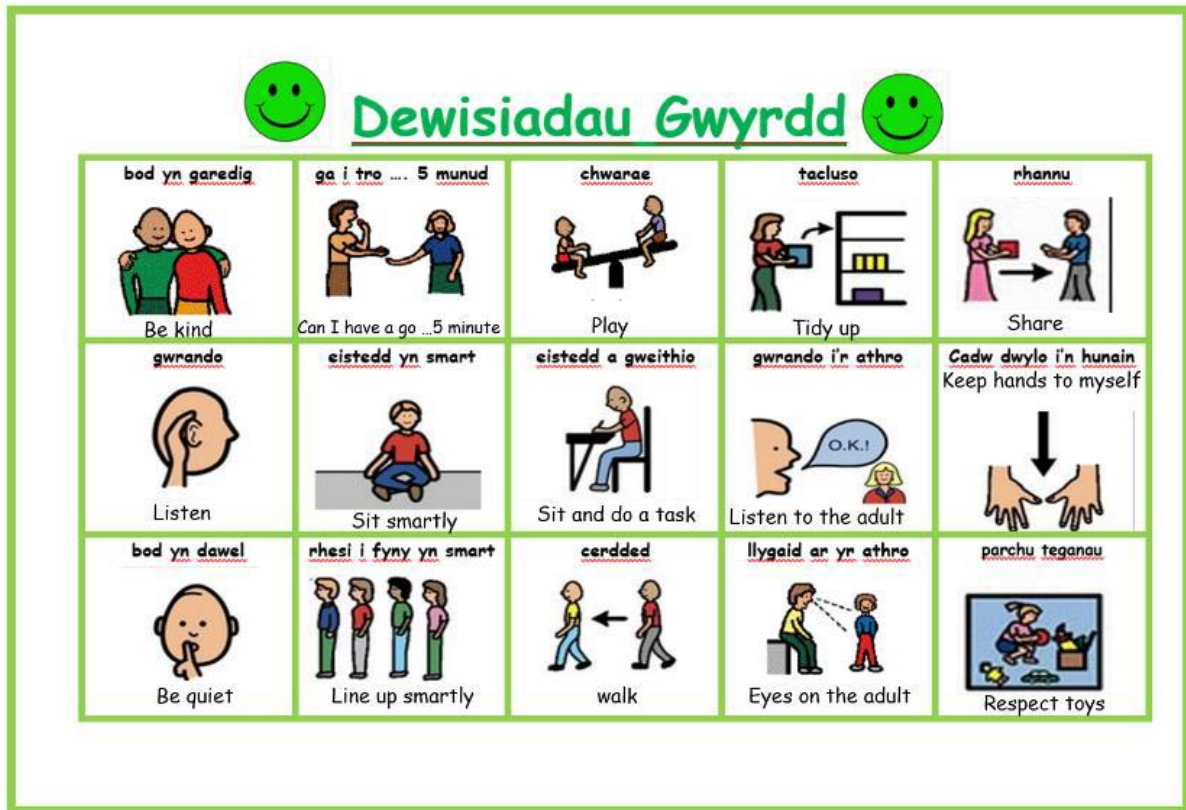
The staff and children at Ysgol Gymraeg Casnewydd decided on the following values and they are called our 'Gwerthoedd Aur' (our 'Golden Values'). Each class chooses 5 values that the class should focus on for the year:

- Rydyn ni'n garedig ac yn helpu. Dydyn ni ddim yn hunanol ac yn brifo teimladau eraill. (*We are kind and helpful. We are not selfish and don't hurt feelings.*)
- Rydyn ni'n parchu cymuned a iaith ein hysgol. Dydyn ni ddim yn amharu'r hyn sy'n unigryw i ni. (*We are respectful of the community and the language of our school. We are not disrespectful to that which is unique to us.*)
- Rydyn ni'n onest ac yn agored fel bod eraill yn gallu helpu a chefnogi (*We are honest and open so that others can help and support*)
- Rydyn ni'n bositif a chwrtais. Dydyn ni ddim yn anghwrtais (*We are positive and polite. We are not discourteous.*)
- Rydyn ni'n addfwyn. Dydyn ni ddim yn brifo eraill. (*We are gentle. We do not hurt others*)
- Rydyn yn gwrando'n dda. Dydyn ni ddim yn torri ar draws. (*We listen well, we don't interrupt.*)
- Rydyn ni'n weithgar. Dydyn ni ddim yn gwastraffu amser ein hunain nac amser pobl arall. (*We are driven. We do not waste our own time nor the time of others.*)

Values and Expectations

We reward values and positive behaviour rather than focus on the negative. We call these 'Green Choices'. Staff wear these on their lanyards and they are on the walls in order to

remind children visually of the correct, kind and respectful way to behave. The staff give out stickers for making green choices.



Expectations within class and on school site

These standards are expected within the classroom and around the school:

- Show respect towards all, and the Welsh Language
- Follow instructions the first time
- Show respect and courtesy by listening to the chosen speaker
- Keep hands, feet, objects and unkind words to yourself
- Use the correct level of voice for the situation
- Keep 4 legs of the chair on the floor for safety.

Rewards

The emphasis must always 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.

There are stages of rewards:

Stages of Rewards

1. Positive praise
2. Individual and group reward systems (e.g. stickers)
3. Earning rewards for individuals and the class
4. Text/phone call home
5. Celebration Assemblies



Consequences

Consequences 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 consequences.

The use of consequence should be characterised by the following features:

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are needed to avoid future punishment so the child has a choice.
- Reprimands should, whenever possible and appropriate, be delivered away from other children.
- Group consequences 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.

Most instances of misbehaviour are relatively minor and can be dealt with simply and quickly by a look or a small verbal reminder of positive behaviour. Some may require withdrawal of privileges such as being kept in at break/lunch times or, depending on the severity of the behaviour, a discussion with parents / guardians and a member of the leadership team regarding further consequences.

Stages of Consequences

1. Reminder of positive behaviour
2. Quiet conversation and a choice is given
3. Move to a different table/area
4. Removal of privileges (depending on the behaviour)
5. Conversation with SLT/phone call to parents from the teacher
6. Sent to AHT/DHT/HT

Constant offenders

The following will happen:

1. Senior Leader/Headteacher informs parents via a telephone call or letter and requests a meeting.
2. Parents to come and discuss behaviour with the Headteacher and class teacher.
3. Monitor behaviour through home/school book and set a behavioural plan with targets according to each individual's needs, with appropriate reward system.
4. LA exclusion policy will be used and an instant exclusion will be issued to any child for extreme instances of behaviour

The school will always be in close contact with the parent/guardian of a child who continually finds it difficult to control and manage their behaviour appropriately, and internal or external measures will be put in place. In accordance with the Data Protection Act 2018, school is unable to provide information to a parent or guardian that relates to another individual. However, we can discuss with a parent/guardian how this behaviour impacts their child and discuss what we can put in place to support their well-being.

The Graduated Response



- a. Teacher (or ALNCo) identifies that a child has additional learning needs or behavioural and emotional difficulties.
- b. Teacher (or ALNCo) provides interventions that are additional to or different from those provided as part of the school's usual behaviour strategies, discussing the provision for the child with his/her parents or guardians and record strategies employed to enable the child to progress within a school targeted behavioural plan.
- c. If progress is not adequate, the ALNCo may seek the advice and support from external agencies and possibly create a school based IDP.

Restrictive Physical Intervention

It is the School's policy that Restrictive Physical Intervention, sometimes referred to as positive handling, will be used as a last resort.

Restrictive Physical Intervention is defined as direct physical contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual.

The school will work to create an environment that minimises the risk of incidents that might require restrictive physical intervention. This will include:

- the implementation of whole-school behaviour management strategies
- training staff to de-escalate and defuse potentially disruptive situations
- working with individual children and their parents to identify trigger behaviours and to develop preventative strategies that avoid the need for physical intervention

Restrictive physical intervention will only be used when the risk of not intervening outweighs the risk of doing so. It will only be used to prevent pupils:

- Harming themselves or others
- Committing a criminal offence
- Causing serious damage to property
- Engaging in behaviour which is seriously prejudicial to good order and discipline

Action taken during a restrictive physical intervention will be:

- Reasonable
- Proportionate
- Necessary
- In the best interest of the child

Bullying

Please see the school's **Anti-Bullying Policy** for further detail and guidance.

All staff should be aware that bullying does take place and it is something which we do not countenance.

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, digital/cyber or psychological abuse such as name-calling or spreading 'stories.' It is the basic entitlement of all pupils at



school that they receive their education free from humiliation, oppression and abuse. We should ensure that the school enjoys an atmosphere which is caring and protective. All incidents where 'bullying' is reported are taken seriously and are always thoroughly investigated, following the procedures outlined in the school's Anti-bullying Policy (which includes a child-friendly version created by pupils). The appropriate action will be taken to deal with the bully and help the victim.

Guiding Principles at School.

- Bullying is completely unacceptable
- If you are being bullied tell someone
- If you witness bullying tell someone
- People who help stop bullying will be given full support
- Every reported incident will be investigated
- Victims will be given full support
- Bullies will be given guidance to modify their behaviour

Communication and Parental Partnership

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. 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.

We explain the school's expectations in the School Prospectus and Home School Agreement, and we expect parents to read these and support them.

We expect parents to behave in a reasonable and civilised manner towards all school staff and Governors. Incidents of written, verbal or physical aggression to staff or governors by parents/guardians/carers of children in the school will be reported immediately to governors and the local authority, who will advise the Headteacher on appropriate action.

If the school has to use reasonable sanctions as a consequence for the unacceptable behaviour of a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. Please be aware that the Head teacher/Deputy Head teacher / Assistant Head teacher will be made aware of any concerns raised from a parent or guardian. The Headteacher or member of the leadership team may then be involved and, if the concern remains, parents can refer to the school complaints' policy. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Teaching Staff (Teachers and Teaching Assistants)

Ysgol Gymraeg Casnewydd is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teaching staff at Ysgol Gymraeg Casnewydd are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.



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Teachers deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving the Headteacher/Deputy Headteacher/Assistant Headteacher as appropriate. Teachers and Teaching Assistants expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the values are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable. At staff discretion, poor behaviour may lead to a pupil missing all or part of their lunchtime under the supervision of a teacher.

The Role of the Non-Teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

All staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

The Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, 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. During meetings, Governors will check on the wellbeing of staff and Head teacher and support as necessary.

The Role of the Headteacher and Leadership Team

It is the responsibility of the Headteacher 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 the implementation of the policy.

Staff keep records of all reported serious incidents of inappropriate behaviour and the Head teacher and leadership team has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behavior. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child, following LA guidance.

Implementation, Monitoring and Evaluation of the Behaviour Policy

The implementation, monitoring and evaluation of this policy is the responsibility of the whole school community but the particular responsibility of the Headteacher and Deputy Headteacher.

It is achieved through:

- Discussion with staff on behaviour both formally and informally
- Monitoring of any recorded incidents
- Timetabled internal systems are in place to monitor adult to child ratios to ensure health and safety and wellbeing of all during unstructured times e.g. playtime/dinner time.



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- internal systems allow for observations of corridors and classrooms by SLT
- The annual review of standards when considering priorities for the School Development Plan

Equal Opportunities

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.

This policy was agreed by governors: February 2024

This policy will be reviewed: February 2025