

Ysgol Porth y Felin Behaviour Policy

‘Credu, parch, llwyddo’

‘Firm on behaviour, gentle on the child.’

At Ysgol Porth y Felin we believe every child has a right to learn and teachers have the right to teach. This will only happen if there is an ethos of good behaviour that is supported by rational and consistent processes.

Our school values of believe, respect, succeed are embedded in everyday life at Ysgol Porth y Felin. They enable our children to develop the personal qualities that result in a sound understanding of the essential need for an agreed code of conduct that allows all children to access a safe and happy learning environment.

Children are expected to show a caring attitude towards other people and a respect for their surroundings. We believe that good behaviour is based on mutual respect between children and adults. Positive relationships within our school community are vital. Our ethos is that people treat others the way they would like to be treated themselves. ‘Do to others as you would have them do to you.’ Luke 6:31

We have high expectations of children’s behaviour. We believe that every child can make the right choice about their own behaviour and learn to take responsibility for their own actions.

It is important that our Behaviour Code is clear and well known by all children and parents and is consistently applied by all staff.

Golden Rules – agreed by staff, pupils and school council

- We are gentle - We don’t hurt others
- We are kind and helpful - We don’t hurt anybody’s feelings
- We listen - We don’t interrupt
- We are honest - We don’t cover up the truth
- We work hard - We don’t waste our own or others’ time
- We look after property - We don’t waste or damage things

These are displayed in pictures and texts around the school.

In addition to this each class has agreed its own set of routines which are displayed in the classroom, and are modelled and reinforced by school staff.

Within this ethos, we know that our children will work hard, be proud of their achievements and value the achievements and rights of others.

Our high expectations of behaviour apply at all times, with all people and in all places, not only during the school day but beyond in the wider community and whilst online.

¹ Practical approaches to behaviour management in the classroom WAG Document 117/2012

Positive relationships

The heart of effective behaviour management is building positive relationships with children. This allows the adult to connect to the children forming a strong foundation from which behavioural change can take place.

Tips: Building relationships
Welcome the children as they enter the classroom/hall.
Ensure all children understand what is expected of them.
Create a positive environment where each child feels relaxed and accepted.
Show an interest in each child's family, talents, goals, likes and dislikes.
Engage with the children during lunchtime and playtime.
Treat each child with respect, never embarrass or ridicule.
Share all successes with the class.
Believe by recognising their strengths that every child has the ability to learn and achieve.
Involve them in making decisions regarding routines and activities within the classroom.

Positive approach

It is important to focus on positive rather than the negative statements when interacting with children, guiding them towards positive outcomes rather than highlighting their mistakes.

When working with challenging behaviour staff use the agreed 'we' script reminding them of expected behaviours and verbalising when such behaviours are noticed so as to positively recognise and enforce. 'We' is used to reinforce the collective understanding that these are school wide expectations.

Child's/Group's/Class' name, we expect ... (what behaviour) ... thank you.

e.g. Peter, we expect everyone to speak politely to one another, thank you.

Jane, we expect everybody to line up quietly, thank you'

Staff at Ysgol Porth y Felin don't shout and avoid negative phrases such as 'why are you?', 'don't...', 'you are...', 'stop...' when communicating with children about their behaviour.

Expectations will need to be supported by appropriate visual cue cards that are age/need related.

¹ Practical approaches to behaviour management in the classroom WAG Document 117/2012

Effective behaviour management

We believe that nurturing children's intrinsic motivation to learn and follow the school rules is vitally important.

Dealing with misbehaviour emphasises on **choice**. If a child chooses to misbehave, consequences will follow. The school uses a traffic light system to support behaviour management. Please see behaviour code flow chart in Appendix 1 and consequences in Appendix 2.

Effective behaviour management is based on the adult's ability to successfully create a well-managed, structured environment so that learning and play can occur safely. Managing a number of children with different needs, behaviours and attention spans can be challenging. However, when a positive culture is created, the children will learn better because they will know what is expected of them.

All staff at Ysgol Porth y Felin will:

- have high expectations for appropriate behaviour
- model respectful attitudes for others
- be friendly and approachable
- follow the school behaviour code to be consistent and fair
- avoid use of confrontational language and shouting – see section above regarding 'we' script
- encourage respect and develop positive relationships
- communicate with relevant staff members about behaviour incidents
- ask for support, if needed, when supporting children's behaviour

In addition to this, teaching staff at Ysgol Porth y Felin will:

- begin the year by discussing the school rules and routines so that they are understood by all children
- have agreed social and activity rewards for positive reinforcement
- have well-planned lessons – see Teaching and Learning Policy
- use proximal praise to reinforce expectations
- allow children to express their views and feelings and teach them about positive relationships
- use 'amser bore da' as a way of reinforcing acceptable behaviour

Weekly SLT meetings with support staff help to share information about incidents, support behaviour management and support children that are struggling with their behaviour choices with agreed strategies.

¹ Practical approaches to behaviour management in the classroom WAG Document 117/2012

Tips: Behaviour theory

- A child will repeat a behaviour if it is being rewarded.
- A child will be less likely to repeat a behaviour if sanctions are issued.
- If there is no consistency with rewards and sanctions then it is likely the child will continue to display the unwanted behaviour.
- The more attention the teacher gives to a child's behaviour the more likely it is that that behaviour will be repeated.

Routines

Routines help to minimise behavioural challenges in the classroom and are key to a well-managed and organised classroom. Children enjoy routines that are easy to understand and easy to accomplish, yet flexible enough to alter if circumstances change. Include the children in developing the routines as this will give them ownership and they will be more likely to accept their terms and conditions and therefore comply. Research shows that most behavioural problems result from a lack of consistent classroom routines. Routines will need to be age/need appropriate and modelled with children. 'Bore da' time can be used to reinforce and remind children of these as needed.

The whole school routine of 'rhowch i mi 5/give me 5' will always be used when children need to stop and listen to adults.

The staff will actively teach all children that if they are being subjected to unwanted behaviour from other children to say, "Please stop it, I don't like it". The expectation is that offending behaviour will cease immediately. If this behaviour continues, the child will then be expected to tell an adult about their concerns.

Tips: Routine

- Display the class routines and go over them with the children on a regular basis.
- Check children's understanding of the routines.
- Explain the rationale behind the routine.
- Model the routine or procedure for the children.
- Be consistent. Take time re-enforcing the routines because when they are established at the beginning of the year, the entire rest of the year will be more enjoyable and productive for both teacher and children.

Praise

Praise is an effective way to encourage children to engage in the desired behaviour as it focuses on a child's **effort** rather than on what is actually accomplished. When educators give genuine praise that is specific, spontaneous, and well-deserved, it encourages continuous learning and decreases competition among children.

Peer praise

Encouraging children to praise each other not only creates a positive, fun classroom environment but also motivates individuals to make positive choices. Children need to be taught how to praise their peers by clapping or cheering when they see a fellow child doing something positive.

Tips for effective praise:

- Make sure you define the appropriate behaviour when giving praise.
- Praise should be given immediately following the desired behaviour.
- Relate praise to effort.
- Encourage perseverance and independence.
- Be sincere when praising.
- Do not give praise continuously and without reason.

Rewards

Rewards, when they follow behaviour, make that behaviour more likely to occur again. They form the basis of human behaviour and motivation, and can be used effectively to encourage children to acquire skills and develop appropriate behaviour. To be effective rewards need to be something to which the children aspire to and want. Younger children will desire different rewards than older children.

Rewarding Good Work and Behaviour

We want to reward those children who demonstrate our core values in all aspects of their life, always choosing to work hard and behave well.

Types of rewards we use at Ysgol Porth y Felin	
Social	Praise and recognition – e.g. regular verbal praise for good work and behaviour (personal, group, whole class), positive message to parents, peer praise, talking partner praise, dojo portfolio
Activity	Physical rewards – e.g. extra play, activity choice, golden time, free time, non-curriculum activities, whole class games

* Some material rewards such as stickers and certificates will be used at times to support individual children with behaviour difficulties. This will always be for a short period of time.

Frequency and level of rewards

The frequency and level of rewards given to children depends on the level of behaviour.

Individuals will always be socially praised for their effort and perseverance. As a school our focus will be on class/group activity rewards for achieving a particular collective aim. This encourages each individual in that class/group to get behind a common goal.

If a child is displaying frequent and quite difficult to manage behaviour, then the frequency and level of reward must be high and outlined in a behaviour plan and reward chart. (This will usually relate to pupils who have been discussed with Senior Leadership Team.)

Support

Children that require specific provision with their behaviour will be supported as seen in Appendix 1 and 5. Other strategies that the school uses are:

- BYDIS – Play-leader scheme
- Friendship Bench
- Learning mentors
- Worry and wishes box
- ‘Amser bore da’ modelling and reflection on behaviour and routines

Partnership with Parents

A strong partnership between home and school is of real benefit to children. We aim to share good news and achievements as well as any concerns or details of any behaviour incidents in a timely manner. This may be through a meeting, a telephone call or class dojo. We may use these methods to discuss children’s behaviour, work and attitude to learning. Individual children may have targets which we would ask parents to share regularly with their children so that we can work together to ensure the very best behaviour outcomes for every child.

Keeping the school informed

We want to know at an early stage of any concerns that you or your child may have. We will endeavour to put things right as soon as possible and request that you contact your child’s class teacher in the first instance with any concerns. The issue will be investigated and reported back to you in a timely manner.

Exclusion

In very extreme circumstances, exclusion procedures, both fixed term and permanent, may be brought into force. A child can be excluded for a maximum of 45 days in any school year. When deciding upon the fixed length of the exclusion the Head Teacher will take into account the incident, previous exclusions and all strategies used prior to the incident. Work will be provided for the excluded child to complete at home. The child is not permitted to be

¹ Practical approaches to behaviour management in the classroom WAG Document 117/2012

in public areas in school hours during the exclusion. Following a fixed term exclusion, there will be a re-integration meeting involving the school, child and parent(s).

If there is a serious incident that may lead to a permanent exclusion, the pupil should be fixed term excluded for up to 10 days in the first instance to allow for further investigation of the incident and to explore options such as a managed move.

Code of Practice

We acknowledge that all children have the right to attend a school, irrespective of learning difficulty and we are an inclusive school. However, if we are concerned about a child's behaviour, it is sometimes necessary to work with outside agencies e.g. Education Psychologist, Schools and Families Specialist Services and Social Inclusion Services in order to meet individual needs and support staff. These children will be involved in creating an Individual Behaviour Plan along with parents and reviewed regularly.

Pupils with extreme behavioural difficulties will be placed on our Additional Learning Needs Register.

Safe and effective intervention – use of reasonable force

(See WAG Guidance document no: 097/2013)

Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline amongst pupils.

Under very exceptional circumstances, physical intervention may be required to manage a child's risky behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property. Physical intervention should not, however be considered in isolation. Staff will take steps to avoid the need to physically intervene by de-escalating the situation through discussion and diversion. Should a child's behaviour require regular physical intervention school will ensure that the necessary staff have accessed the necessary training.

All use of force must be recorded. (Appendix ?)

Individual Safety Plan

An individual safety plan will be written for children whose challenging behaviour puts themselves and other at risk or/and frequently requires reasonable force/restraint in line with Welsh Government guidelines.

Links with other Policies

The policies below all relate to behaviour in school and should be read in conjunction with the Behaviour Policy.

¹ Practical approaches to behaviour management in the classroom WAG Document 117/2012

Anti-Bullying Policy

Safeguarding Policy

E Safety and Acceptable Use Policy

Equality Policy

Confidentiality Policy

Complaints Policy

Teaching and Learning Policy

Appendix 1



*This behaviour code may not be appropriate for some children with Additional Learning Needs and a separate programme will be in place

Appendix 2

Rewards and Consequences

Rewards:

Types of rewards we use at Ysgol Porth y Felin	
Social	Praise and recognition – e.g. regular verbal praise for good work and behaviour (personal, group, whole class), positive message to parents, peer praise, talking partner praise, dojo portfolio
Activity	Physical rewards – e.g. extra play, activity choice, golden time, free time, non-curriculum activities, whole class games

* Some material rewards such as stickers and certificates will be used at times to support individual children with behaviour difficulties. This will always be for a short period of time.

Consequences (loss of privileges):

Foundation Phase (3-7 year olds)	
Orange traffic light	Red traffic light (following discussion with SLT)
<ul style="list-style-type: none"> Class teacher to discuss behaviour and what will happen if it continues Missing part of playtime – minutes appropriate to age i.e. a 5 year old child misses 5 minutes Child to remain with adult on duty 	<ul style="list-style-type: none"> Missing full playtime - Child to remain with adult on duty – reflection task to be completed Children that have been on the red light will have reflection session with SLT during Friday reflection time
Improvement in behaviour will see the child move back down the traffic light system as soon as possible: red>orange>green	

Key Stage 2 (7-11 year olds)	
Orange traffic light	Red traffic light (following discussion with SLT)
<ul style="list-style-type: none"> Class teacher to discuss behaviour and what will happen if it continues Missing one full playtime – reflection task to be completed with SLT 	<ul style="list-style-type: none"> Missing playtimes – dependant on situation (max 3) – Reflection tasks to be completed with SLT Children that have been on the red light will have reflection session with SLT during Friday reflection time
Improvement in behaviour will see the child move back down the traffic light system as soon as possible: red>orange>green	

Repeated misbehaviour will result in losing more privileges: e.g. Not taking part in class activity rewards, after school clubs etc.

¹ Practical approaches to behaviour management in the classroom WAG Document 117/2012

Appendix 3

Reporting on incidents in accordance with the behaviour code

- A record of children that reach the orange light on the traffic light system will be made in the class book.
- A record of children that reach the red light on the traffic light system will be recorded as a concern on the 'My Concern' system.
- If there is an incident related to an ongoing concern, the child's teacher will add this to the child's chronology on their My Concern profile.
- When recording incidents, the STAR approach will be followed. A STAR analysis is a helpful way of assessing what happens before, during and after an episode of unacceptable behaviour.

Setting	Trigger	Action	Result
Where did incident occur?	What happened just before the incident?	What behaviour did the child display?	What was the result for the child? How did the adult/s respond? How did other children respond?

Appendix 4

Children that require support

Some children's behaviour may be so disruptive that they require additional attention and concerted support. Disruptive behaviour is easy to detect, however many children with emotional difficulties may turn inward and become withdrawn and not engaged with others. Their problems may only really become evident in their reduced socialisation and disengagement from their peers. Some children and young people lack the social skills to cope effectively within a classroom setting. There are particular problems identifying those children who turn inward with their difficulties. As they are often not acting out their difficulties, they may go unnoticed unless all teachers in school are able to scan and screen for such difficulties.

Monitoring and evaluating behavioural progress

Some behaviours are difficult to change. In these cases, behaviour plans need to be implemented to help monitor and evaluate the behaviour. Before compiling these plans an approach such as an ABC analysis needs to take place to help identify and understand the child's behaviour. It is important to involve the child in discussing, planning and reviewing their targets for learning and behaviour. A self-monitoring form will be used to monitor and evaluate children's behaviour.

¹ Practical approaches to behaviour management in the classroom WAG Document 117/2012

At Ysgol Porth y Felin, we use the following process when monitoring and evaluating children's behaviour:

Repeated minor behaviour or 1 st red light
ABC Chart, self-monitoring profile
Repeated minor behaviour continues, 2 nd red light or very serious incident
IBP created – supported by behaviour chart

Further information on these support strategies can be found in the Teacher Behaviour Support Pack.