



***GOVERNORS' POLICY  
STATEMENT***

***Behaviour***

As a school we aim to develop a positive climate based on a quiet yet firm insistence on high standards of behaviour. We believe that without a strong commitment to good discipline, effective teaching and learning cannot take place. It is vital that parents support our policy for the benefit of the pupils.

We expect the children to behave in a responsible manner both to themselves and others, showing consideration, good manners, courtesy and respect for other people and property.

We believe:

in having a positive approach to discipline which attempts to emphasise and encourage the values of equality, respect, self-discipline and self-esteem. Essential to our way of life at Ysgol Estyn is that the school community is one which cares and fosters mutual respect for people, property and the environment.

that we should foster good behaviour not only in the school environment, but also in the wider community.

that by working closely with parents and adopting a shared approach, unacceptable behaviour by pupils can be challenged positively, though we recognise that at times certain sanctions will have to be imposed.

that a basic set of ground rules, common to each classroom, effect consistency and continuity.

in praising pupils' successes and emphasising their potential rather than focusing on their failures and shortcomings.

We aim to promote good behaviour through

a well organised curriculum catering for the individual needs of the child.

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lively and stimulating teaching.

attractively displaying the children's work.

showing that pupils' efforts are valued and that progress really matters.

ensuring that pupils are adequately supervised and monitored throughout the school day.

## **AIMS OF THE POLICY**

Our school aims to:

- encourage a calm, purposeful and happy atmosphere within the school.
- foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- make boundaries of acceptable behaviour clear, to ensure safety.
- raise awareness about appropriate behaviour.
- help pupils, staff and parents have a sense of direction and feeling of common purpose.

## **RESPONSIBILITIES**

In order to promote the Behavioural Aims of the school, there is a responsibility expected of the following Groups:

( i) Staff

We aim to promote good behaviour through:

- a well organised curriculum catering for the individual needs of the child.
- the quality of the curriculum.
- lively and stimulating teaching.
- attractively displaying the children's work.
- showing that pupils' efforts are valued and that progress really matters.
- ensuring that pupils are adequately supervised and monitored throughout the school.

( ii) Children

We aim to promote good behaviour by:

- working to the best of our ability and to allow others to do the same.
- treating others with respect.
- obeying the instructions of the school staff.
- taking care of property and the environment in and out of school.
- co-operating with other children and adults.

(iii) Parents

We aim to promote good behaviour by:

- making our children aware of appropriate behaviour in all situations.
- encouraging independence and self-discipline.
- being aware of school rules and expectations.
- supporting the school and fostering good relationships through involvement in all aspects of our children's education.

## **REWARDING GOOD BEHAVIOUR**

Good discipline in school depends upon all members of staff playing their part in setting and reinforcing the same levels of care and discipline, so that continuity and uniformity may be reached.

It is vitally important to recognise and reward good behaviour in school.

Positive reinforcers are:

- **PRAISE AND ENCOURAGEMENT** - verbal encouragement from the teacher is an excellent reward and incentive for the child.
- **REWARDS** - should be used, e.g. stars, good comments on work, work-stamps, etc.
- **COMMENDATIONS/PRAISE** in assemblies.
- **PRAISE** in Home/School Logs, exercise books, etc.
- **CERTIFICATES** to recognise achievements, and also to recognise good behaviour, attitudes, etc.
- **DISPLAYS** of children's work.
- **HOUSE POINTS** - use as an incentive for good behaviour. Totals are made each week to find the winning house and they receive recognition in a special assembly.
- **MERIT AWARDS** may be awarded in recognition of their efforts, to children who show exemplary behaviour.

## SANCTIONS

"Schools must maintain discipline and good conduct to secure an orderly learning environment so that teaching and learning can take place. Schools will, therefore, need to adopt a range of strategies, including exclusion, to ensure they are providing an appropriate environment for all pupils."

**(Pupil Support and Social Inclusion, National Assembly for Wales, Circular 3/99 paragraph 6:3)**

Strategies may include, for example:

- reprimand by the teacher
- 'time out' from the classroom, sent into 'quiet area' to work.
- loss of break
- being sent to the Deputy Headteacher for a reprimand / loss of break.
- being sent to the Headteacher.
- communication with parents either by phone or letter.
- parents invited to school to discuss with Headteacher and Class teacher.
- withholding privileges, such as participation in school trips or school events, where these do not form an essential part of the curriculum.
- internal exclusion – child to be set work to complete at a table outside Head teacher's office.

### Exclusions

Only the Headteacher, or acting Headteacher, has the power to exclude a pupil from the school.

A decision to exclude a child for a fixed period or permanently should be taken only:

- in response to serious breaches of a school's Behaviour Policy; and
- once the range of alternative strategies set out in the guidance have been tried and have failed; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school.

In the interests of fairness, the pupil facing possible exclusion will be interviewed and given an opportunity to comment on what has occurred, and give their version of events.

If the Headteacher is in any doubt about whether the pupil was responsible for the incident, then exclusion as a disciplinary sanction will not be used.

Transfer of Information

The Castell Alun consortium of schools have agreed to transfer information relating to formal Disciplinary matters to the High School.

Approved by the Governors on April 2015

Date for review .....

## **RELATED POLICIES**

This Behaviour Policy does not stand alone.

Other school Policies are also instrumental in effecting good discipline, namely:

- Anti-Bullying Policy
- Home/School Agreement
- Attendance Policy
- Restraint Policy



YSGOL ESTYN

**BEHAVIOUR/CONCERNS RECORD**

Date	Incident	Referred by	Action	Parents informed

Any Other Comments
