



Ysgol Y Faenol Bodelwyddan



Behaviour/Engagement Policy

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Ysgol Y Faenol

Engagement and Behaviour Policy

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To be completed by the school:

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Signed (headteacher)	R Jones
Signed (chair of governing body)	XX
Information about this policy is available to parents/carers	Statutory guidance states that the policy should be accessible to parents/carers, e.g. policy on school website; info in school prospectus; letter at the start of each term to each parent/carer.

Policy based on template developed by Denbighshire Education and Children's Services:

Policy developed by	Mari Gaskill Ysgol Llywelyn Nicola Griffiths Ysgol Pendref Dafydd Jones Ysgol Melyd Dylan Jones Ysgol Glan Clwyd Ceri Ranson Ysgol Brynhyfryd Tim Redgrave Ysgol Esgob Morgan Darren Taylor Ysgol Twm O'r Nant Nicola Wynne-Roberts DCC
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Ysgol Y Faenol Engagement and Behaviour Policy

Engagement and Behaviour Policy Statement

In Ysgol Y Faenol our aim is to ensure that all learners 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, ready to be citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

To achieve the best outcomes for our learners it is essential that strong collaboration and partnerships exist between the pupil, the school and home.

We want all our children to develop into young people who are able to make good behaviour choices by judging the effect that their behaviours have on them-selves and others. The maintenance of good order depends on the constant vigilance and insistence of high standards of behaviour. The children will learn what is expected from them and what they can expect back in terms of feeling part of a secure and happy school community.

Our rules are clear and set the standards that learners should aspire to, in and out of the classroom. Good discipline is of whole school importance and the responsibility of each member of staff at all times. A consistent and firm response from our staff to promote positive behaviour, and tackle unacceptable behaviour, reinforces our expectations of the learners.

Whenever people interact issues can arise, especially when young people are learning and testing the boundaries of acceptable and agreed behaviour. Success can be judged not by an absence of problems but by the way we deal with them. We should always endeavour to distinguish between the problem and the person. Young people will always make mistakes and when they do, there needs to be a response, not a reaction.

Our expectations outline the behaviour, attitude and order each member of our school community should follow at all times.

School Expectations

In Ysgol Y Faenol we have a code of conduct:



<i>Giving Our Best, Creating Our Future</i> <u>What it looks like at Ysgol Y Faenol</u>				
Inclusive	Creative	Engaged	Respectful	Responsible
Caring	Being:	Concentrating	Thinking about the feelings of others	Trying to do the right thing
Sharing	Inquisitive	Cooperating	Listening to others	Making good choices
Involving others	Imaginative	Being curious	Being tolerant	Caring for yourself
Understanding	Collaborative	Not giving up	Celebrating similarities and differences	Caring for others
Reassuring others	Persistent	Enjoying learning	Being polite	Caring for the environment
Helping	Disciplined	Having a go	Being considerate	
Being kind		Keep Improving		
Being sensitive		Using your imagination		

Behaviour management

Our school ethos and pastoral care are at the heart of our expectations of behaviour and our strategies for promoting positive behaviour.

We strive to create a happy, secure and well organised environment in which our children feel valued, and in which they can grow personally, socially, spiritually and intellectually. We believe that our school code of conduct reflects the values, attitudes, beliefs and practices of our school community. Pastoral care permeates all aspects of our school life and each member of staff has responsibility for children's wellbeing, happiness and safety. At Ysgol Y Faenol, we are extremely proud of the excellent behaviour and discipline of the children in school. Children know what is required of them and understand the steps which will be taken should they break our school rules.

Giving Our Best, Creating Our Future

Children are expected at all times to be courteous, well behaved and to work to the best of their ability.

We seek to create a positive learning atmosphere through:

- Promoting good behaviour and discipline.
- Promoting self-respect, self-discipline, respect towards authority.
- Promoting positive relationships which are based on mutual respect.
- Promoting consistency whilst responding to positive and negative behaviour.

Recognition –It is important that learners are recognised for their achievements.

- Practitioners are skilled at identifying opportunities to praise learners and recognise their successes.
- Learners receive recognition for excellent conduct based on our Code of conduct 'positive bubbles' of respectful, responsible, inclusive, engaged and creative. Learners also receive recognition for using Learning Muscles.
- A praise text is sent home for those learners whose positive conduct is recorded on a positive bubble.

As at any school, almost all of our learners are polite and well behaved most of the time. They are keen to learn and participate fully in all aspects of school life. For learners to achieve at the highest level of which they are capable, good attitudes, parental support and the establishment of the right conditions for learning are all essential. Acceptable standards of behaviour and respect depend upon the example of us all; we all have a positive contribution to make. Good order has to be worked for; it does not simply happen. Everyone at the school is here for a purpose and every person should be respected and treated as an individual. Relationships are vital – between everyone and at every level. We should all make an effort to:-

- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate
- Make a difference
- Show equality and fairness.

Rights, Roles and Responsibilities

The Role of the School Community as a Whole

It is the responsibility of the whole school community to create a safe, orderly and calm environment conducive to successful teaching and learning. We aim to promote a positive atmosphere in which to encourage children and to help them realise their full potential. We all have a responsibility to promote positive behaviour throughout the school. We aim to help children behave responsibly, co-operatively and with concern for others so that they can work together productively.

Rights and responsibilities with regard to staff

Ysgol Y Faenol and its staff have the right to:-

- Enforce the school's behaviour policy including rules and disciplinary measures.
- Expect learners and parental cooperation in maintaining an orderly climate of learning.
- Expect learners to respect the rights of other learners and adults.
- Not tolerate abusive or violent behaviour.
- Involve outside agencies as appropriate.

Classroom Expectations.

The rules of the classroom/school need to be referenced regularly by the classroom teacher. Learners should be given opportunities to discuss and understand the reasons why school and society have rules. The rules will only remain effective if all the practitioners use them on a regular basis.

It is vital that we manage our expectations based on the pupil's ability and understanding.

All staff should be consistent in following our procedures:

- Lessons should be well prepared and the necessary resources should be to hand
- Instructions should be clear and questions encouraged
- A variety of groupings and teaching methods should be used to keep lessons lively and interesting
- Work should be differentiated, where appropriate, so all children can enjoy success and achieve
- Be ready to receive the children into class in the mornings
- Be punctual in returning to class after breaks
- Not leave the class unattended
- Avoid disturbing other teachers in class during lesson time
- Children should **not** be sent to stand outside a class during lesson time or be left unsupervised. If immediate intervention is required by the head teacher or the deputy head teacher then a member of support staff or responsible children should be sent to request the attention of the head or deputy.
- Taking responsibility for discipline.

All staff should:

- Model good behaviour.
- Maintain emotional control – give yourself time to think before reacting
- Uphold your dignity to sustain a relationship with the child.
- Be calm.
- Be confident.

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- Be consistent.
- Show compassion.
- Maintain a professional relationship – separate the behaviour from the child.
- Understand they can influence change and that when an adult changes, everything changes.
- Recognise that everything depends on the adults' behaviour.
- Be proactive in ensuring you keep up to date on individual pupil needs
- Share good practice and success

We should follow all of the above to:

- ensure we don't humiliate
- ensure we don't over-react or act impulsively
- ensure we don't punish everyone in a group, or punish something you can't prove.
- ensure we don't use sarcasm.
- be thorough in dealing with issues/problems
- never overlook or tolerate bullying
- deal with small incidents before they escalate
- encourage or praise regularly to help develop high self-esteem and self-discipline.
- move around the outside area when on duty and to be vigilant and aware of potential problems
- listen carefully to children's problems and look into concerns raised by them
- inform senior staff of any serious matters, or if unsure of how to handle a situation
- act in a professional manner at all times.

The role and responsibility of the Governing Body

Governing bodies of maintained schools have a duty requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This behaviour policy acknowledges the school's legal duties in respect of safeguarding and in respect of pupils with additional learning needs (ALN).

The Governors, in conjunction with the head and the staff of the school, determine the policy and procedures surrounding the issue of promoting positive behaviour and school discipline.

The ongoing responsibility for the day-to-day management of behaviour and discipline lies with the head teacher and staff of the school.

Rights and responsibilities with regards to learners

Learners have the right to:

- Be treated with respect and listened to.
- Be taught in an environment that is safe and conducive to learning.
- Expect appropriate action from school staff when dealing with any incident of bullying, violence, discrimination or harassment.
- To use relevant school procedures i.e. complaints, if they feel a situation has not been resolved satisfactorily.

Learners are expected to take responsibility to:

- Meet the behaviour expectations of our school.
- Conduct themselves around the building in a responsible manner and show regard to others.

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- Arrive on time to lessons.
- Bring equipment appropriate for the lesson.
- Follow reasonable instructions given by staff, obey rules and accept sanctions.
- Behave in a respectful and polite manner to all.
- Show respect for the opinions and beliefs of others.
- Complete all class work in the manner required.
- Hand in homework at the time requested.
- Show respect for the school environment.
- Demonstrate collective responsibility and respect for the school environment.
- Act as representatives of the school when away from the building.
- Not bring inappropriate items to the school.
- Never harm, denigrate or bully other learners or staff.

Items not permitted:-

- Mobile phones may be confiscated until the end of the day if the mobile phone policy is not adhered to
- Music devices, games devices or any device deemed to have a negative impact on learning will be confiscated.
- Fizzy drinks/energy drinks are not permitted in the school.
- Sweets and items deemed unhealthy by the school
- IT equipment other than that issued or approved by Ysgol Y Faenol and inclusive of cameras and recording equipment.
- Cigarettes/tobacco/e-cigarettes.
- Illegal items or other drugs/substances.

Learners will be expected to:-

- Respect property belonging to others.

Advice to learners:-

- Do not bring valuables or money into the school. Should you need to bring money into the school bring the smallest amount possible.
- Adhere to the school uniform policy. Do not bring expensive items of clothing and equipment into the school. The school will not be liable for any damage or loss.

Behaviour outside the school

- While learners are travelling to and from the school, they are representing the school and must act in a manner that does not damage the school's reputation. They should respect the people and property in the local community and behave in a safe and responsible manner.
- We value our learners' experiences, both inside and outside of the school, and as such we expect our learners to behave in a manner that promotes Ysgol Y Faenol.
- Learners' behaviour outside of school which has a significant negative effect upon the education and welfare of learners within the school may be subject to disciplinary proceedings.

Malicious allegations by Learners

If an allegation is made against a practitioner the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

Learners that are found to have made malicious allegations are likely to have breached the school Behaviour Policy. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Rights and responsibilities of parents and carers

We treat each other with kindness and respect when supporting your children, and we expect you to do the same when working with us. We need to work in partnership - collaboration and consistency between parents and the school will lead to improved outcomes for your child.

We believe that all parents have a right to be heard, understood, and respected. However, all school staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive, or unreasonable behaviour.

Parents and carers are expected to:

- Support the school. You have trusted us with your child's education and welfare. Sometimes we have to make difficult decisions that you may not agree with, but we always make them with positive intent.
- Be a positive role model for your children in all interactions with the school; be polite, proportionate, and courteous at all times.
- Adhere to all our school policies and procedures.
- Work in partnership with staff to ensure good behaviour.
- Maintain appropriate communication
- Inform staff of any concerns, but please always be proportionate and courteous. We will deal with your concerns, but we ask that you allow us a reasonable time to respond.
- Respond to concerns raised by members of staff courteously.
- Ensure pupils come to school on time, correctly equipped, and prepared to work.
- Approach the school directly with your concerns and allow us to resolve the issues with you. Please do not use social media to discuss your concerns. Maintain appropriate communication using the agreed channels to the school
- Always adhere to socially acceptable standards of behaviour, as described below.

To support a peaceful and safe school environment, the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including sports fixtures.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to inflict actual bodily harm on a member of school staff, Governor, visitor, fellow parent/carer, or pupil regardless of whether the behaviour constitutes a criminal offence.
- Damaging or destroying school property.

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- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication.
- Defamatory, offensive, or derogatory comments regarding the school or any of the pupils, parents, or staff of the school, on Facebook or other social sites. Any concerns you may have about the school must be made through the appropriate channels by speaking to a member of staff in school, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately, and effectively for all concerned.
- The use of physical aggression towards another adult or child.
- Approaching someone else's child to discuss or chastise them because of the perceived actions of this child towards your own child. Such an approach to a child may be seen to be an assault on that child and may have legal consequences. This includes contacting a child via social media, games consoles, other electronic devices, or over the phone.
- Coming onto the school site smoking or under the influence of alcohol or other recreational drugs.
- Dogs being brought on to school premises without permission.
- Insisting on a response to requests in an unreasonable time limit or outside normal school hours.
- Seeking to avoid or attempting to challenge the safety arrangements and staff instruction around the school during drop off and pickup times.
- Attempting to record any communication with staff including phone calls or meetings without prior discussion and agreement.

Should any of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the school grounds. We have an Unacceptable Stakeholder Behaviour Policy which we will use in these cases.

We trust that parents and carers will assist our school with the implementation of this policy, and we thank you for your continuing support of our school.

Malicious allegations made by parents

Our school is committed to dealing effectively with concerns and complaints. We aim to clarify any issues about which you are not sure. If possible, we will put right any mistakes we have made, and we will apologise. We aim to learn from mistakes and use that experience to improve what we do. Allegations will be dealt with using appropriate policies and following the correct process outlined in our School Complaints Procedures. Please do not jump stages of the policy because this could delay our ability to deal with any concerns in a timely manner.

Parents or other adults that are found to have made malicious allegations are likely to have breached the Unacceptable Behaviour Policy.

If found to be in breach of either Policy, we will take sanctions if deemed serious enough, which may include contacting the police if there are grounds for believing a criminal offence may have been committed.

Procedures and systems for dealing with poor behaviour

While responding to unacceptable behaviour, staff should take note of the below advice:

- All staff should adhere to our whole school strategy for managing behaviour.
- If a learner seems to be “playing to the audience”, deal with them away from the audience.
- Convey to the learner that you have high expectations of them and are disappointed when they let themselves down.
- Make it clear to a learner that once an incident has been dealt with then as far as you are concerned it is finished. You expect normal relations to be re-established. Every lesson should be a chance to make a fresh start.
- The closer the sanction is in time to the misdemeanour, the more effective it is likely to be.
- Sanctions aimed at a learner rather than at the behaviour, should be avoided at all costs. Sarcasm, embarrassment, fear etc, will worsen matters rather than help them. Ask yourself how you would feel if you were in the same situation.
- Remember it is usually not personal.

The school use a positive behaviour system called ‘Golden Time.’ Our school code of conduct is displayed in classrooms and through-out the school. The code is reinforced through class discussion, assemblies and other opportunities such as school visits and speakers from outside agencies.

At the start of the week every child in school is eligible for Golden Time, a time on Friday afternoon with learner voice activities. If a child breaks the code of conduct during the course of the week, they will receive a yellow card and they will miss out on 5 minutes of their golden time. If a child receives three yellow cards in one week they will need to participate in a specific intervention and an email will be sent home explaining why.

We believe in fostering within the children a keen attitude towards self-discipline, self control and personal responsibility.

As a school, we have developed and adopted a structure for dealing with inappropriate behaviour. These are organised in a series into escalating levels. Where matters are more serious, it may be appropriate given the nature of the behaviour to start the sanctions at a higher level.

- **General Reminder and Use of Positive Reinforcement**

In many cases when addressing unwanted behaviour, a general reminder or ‘look’ is enough to correct matters. More often than not, a general comment to the class or a friendly individual reminder can be enough. Also, it must also be emphasised that praise and the use positive reinforcement of good behaviour can generate goodwill from the pupils and willingness to do their best

- **A Specific Warning**

Where a child continues to exhibit behaviour that is contrary to the school’s code, a warning will be given to the child that continuing that behaviour will lead to the issuing of a yellow card and therefore the loss of 5 minutes of golden time. If a yellow card is issued staff will ensure that the child fully appreciates the significance of the warning e.g. “I am giving you a yellow card, because” It is vital that the children understand that there are actions and consequences as a result. Each yellow card issued results in 5 minutes being lost off golden time. If incidents are of a more serious nature a red card may be issued. If 3 yellow cards are issued in one week or a red card is issued, a specific one off intervention is put in place. Parents are notified of this by email.

- **On Report**

If incidents of low level poor behaviour persist over time a child may be placed 'On Report'. The child will be expected to have a report card marked at the end of **every** session by the class teacher or teaching assistant. This should include details of the child's behaviour, positive and negative, throughout the day and triggers should be identified. It would also be helpful to record any strategies or methods used to encourage good behaviour. This tracking of inappropriate behaviour will allow school to identify any triggers and put appropriate interventions in place.

Senior management will monitor the behaviour by viewing the behaviour report card.

- **Involvement of Head/Deputy Headteacher**

If a misdemeanour is judged immediately serious enough to warrant it, then the child or group of children should be referred to the headteacher, or in her absence to the deputy. Action taken at this stage may vary from discussing the issue, through to more long-term sanctions, dependent on the behaviour and individual attitudes. At this stage an entry will be placed in the 'Incident Log'

- **Behavioural Support Programme**

If poor behaviour becomes persistent it may be appropriate for a Behavioural Support Programme to be written for the child after analysing the difficulties/triggers. This would be produced in consultation with parents. If there is no improvement a referral may be made to Behavioural Support Service.

- **Meeting With Parents**

Although often a word with parents may be appropriate earlier on, in cases where there is persistent poor behaviour, or where a single offence has given very serious concern, a formal parental meeting may be requested involving the pupil, parent, class teacher and headteacher. During this meeting future ground rules will be determined. At this stage a written warning may be appropriate.

- **Fixed Term and Permanent Exclusions**

Further disregard for the school's code and ethos, or a singular serious offence which seriously breaches the school's behaviour policy may necessitate a fixed-term exclusion. Guidelines regarding fixed-term and permanent exclusions are in the exclusion policy.

Malicious allegations

If an allegation is made against a practitioner the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

Appendix A

List of relevant policies: All available through the DCC website

- Policy for dealing with unacceptable customer behaviour
- Schools managed transfer policy
- Learner Transport Policy
- Collective Grievance Policy
- HR policies

School based policies (*school to insert list of relevant policies*).

- Child Protection/ Safeguarding in Education
- Use of Reasonable Force & Physical Intervention
- Preventing Misuse of Substances Policy: Primary schools
- Complaints Policy

All Wales Child Protection Procedures

<http://www.childreninwales.org.uk/policy-document/wales-child-protection-procedures-2008/>

North Wales Safeguarding Board Website that has all the individual policies and guidance which includes the resolving professional differences e

<https://www.northwalessafeguardingboard.wales/policies-and-procedures-children/>

Appendix B

ACE list

- **Child maltreatment**
 - Verbal abuse
 - Physical abuse
 - Sexual abuse
- **Childhood household includes:**
 - Parental separation
 - Domestic violence
 - Mental Illness
 - Alcohol abuse
 - Drug abuse
 - Incarceration

(<http://www.wales.nhs.uk/sitesplus/888/page/88517>)