Behaviour Policy

Ysgol Glan Conwy

Mabwysiadwyd y Polisi gan y Corff Llywodraethol –
Policy adopted by Governing Body :

Dyddiad mabwysiadu: ……
Date adopted

Arwyddwyd gan y Cadeirydd: …… Dyddiad: ……
Signed by Chair: Date

Arwyddwyd gan y Pennaeth: …….. Dyddiad: ……
Signed by Head: Date

Dyddiad Adolygu: ……
Review Date:

Ysgol Glan Conwy - Behaviour Policy

1. Ethos and Vision

At Ysgol Glan Conwy, we work together to provide the children in our care with an excellent education, whilst nurturing and supporting their needs as they develop and grow.

We strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together supportively, we enable all learners of our school to reach their full potential emotionally, socially and intellectually.

We believe that every child has the right to learn, every teacher has the right to teach and everybody has the right to feel safe. This policy should be read in conjunction with the anti-bullying and exclusions policy.

We are proud of our open-door policy and view partnership between home and school as essential in supporting children's wellbeing and behaviour.

2. Aims

- Improve readiness for learning
- Develop key behaviours required for lifelong learning
- Enable pupils to be confident, capable and independent learners
- Support engagement with new and unfamiliar experiences
- Encourage sustained concentration and resilience
- Promote respectful listening and calm disagreement
- Encourage appropriate behaviour in all areas of school life

Ysgol Glan Conwy will not tolerate violence, bullying, racial or sexual harassment, or unkindness towards pupils or adults. Serious incidents will be dealt with promptly and appropriately in line with Local Authority guidance.

3. Our Approach to Behaviour

The primary aim of this policy is to promote positive relationships and behaviours and to celebrate success.

Our approach is underpinned by:
- High expectations
- Positive role modelling
- Trauma-informed practice
- Restorative conversations
- Clear boundaries
- Recognition and reward

We are gentle on the child but firm on the behaviour.

Our curriculum and school ethos focuses on prevention and building positive relationships in order to reduce significant behaviours. This is underpinned by: having high expectations, being positive role models and rewarding pupils. This enables us to promote positive behaviours and to nurture healthy relationships.

Our school is invested in supporting the very best possible relational health between;

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies.

4. Effective Classroom Practice

Effective behaviour management is based on the teacher 's ability to successfully create a well-managed, structured classroom environment so that learning can occur.
Well-managed classrooms:

- Begin the year with clearly understood rules and routines
- Use agreed rewards and positive reinforcement
- Apply consistent consequences
- Deliver well-planned, engaging lessons
- Promote respect and positive relationships

Strong teacher–pupil relationships are at the heart of behaviour management. Staff greet pupils daily, provide fresh starts, treat every child with dignity, explicitly model respect and celebrate success.

The classroom / learning environment:

Ysgol Glan Conwy provides a safe space for pupils within our school and classrooms. The environment has a calm and relaxed feeling to enable pupils to feel happy, safe and secure. Communal areas have been purposefully planned and organised to feel 'homely' and we have a number of areas such as the library, 'cornel clyd 'where pupils can go to co-regulate. Nurture and creating a sense of belonging is at the heart of our ethos here at Ysgol Glan Conwy. A sense of playfulness and fun is evident throughout our practice. Our pupils know that working hard and staying on the right track = rewards.

Knowing our children:

At Ysgol Glan Conwy we ensure that we actively get to know our pupils. We understand that each individual is unique and adaptions may be needed when dealing with different situations and/or differing pupils.

We always:

- Listen to the child's point of view without judgement or prejudice
- Create time and space for pupils to regulate
- Be good listeners and have active listening skills
- Ensure restorative practice after an incident always takes place

The Right Track

After working with other schools / agencies we devised our behavioural system 'The Right Track / Ar TRAC and 'Right Track Behaviour Matrix.' (See Appendix)
We regularly review our systems and procedures and update accordingly. Regularly training and induction is an intrinsic part of our practice.

5. Trauma-Informed Practice

Our school is committed to practices that Protect, Relate, Regulate and Reflect.

Protect – Clear expectations, emotionally available adults, safe spaces and non-shaming responses.
Relate – Building trust and promoting belonging.
Regulate – Supporting emotional wellbeing through relational approaches and regulation spaces.
Reflect – Restorative conversations and opportunities to explore emotions and repair relationships.

6. Roles and Responsibilities

Headteacher / SLT staff:
• Implement the policy consistently
• Maintain records of serious incidents
• Ensure the safety and welfare of all pupils
• Issue exclusions in line with statutory guidance

Staff:
• Provide engaging learning opportunities
• Model positive behaviour
• Apply systems consistently
• Communicate with parents

Pupils:
• Respect and care for others
• Listen and cooperate
• Take responsibility for their behaviour
• Understand their rights and responsibilities

Governing Body:
• Support implementation of the policy
• Review effectiveness regularly

7. Rewards:

To reinforce good work/learning, behaviour and attitude based on our Right Track we use: -

- Verbal praise.
- Stickers / Stars
- Notes / telephone calls home

- Counters system towards a class reward selected by the pupils.
- Pupil's work displayed throughout the school.
- Children sent to Head teacher to show their work

8. Responding to Misbehaviour

All responses to misbehaviour must be calm, consistent, proportionate and restorative. Staff will speak at eye level and avoid shouting or shaming.

Attendance on school trips is a privilege. The school reserves the right to withdraw a pupil from participation where behaviour is unsafe or does not align with school expectations.

9. 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 other means, i.e.seesaw. 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.

10. Exclusion

If the school rules have been seriously broken, the Governing Body will consider a fixed term exclusion or a managed transfer to another school. The school will carefully follow the steps noted in the Welsh Government's 'Exclusion from schools and pupil referral units' document to ensure fairness to the pupil and to the school. 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.

- A decision will be made to exclude a pupil for a fixed term or permanently:
  i) if a pupils has seriously broken the school's discipline policy
  or/and
  ii) if allowing the pupil to stay in school would cause detriment to the education or well-being of a pupil or other pupils in the school.
- Permanently excluding a pupil is a serious decision. The school will try every strategy to deal with the pupil before making this decision.
- Only the Head-teacher can exclude.

- A Discipline Sub-Committee is established from amongst members of the school Governing Body with the delegated powers to be involved in exclusion procedures. This sub-committee should not play any part in other discipline processes which could corrupt members in terms of the exclusion process.
- Establish an Appeals Sub-Committee from amongst members of the school Governing Body. This sub-committee should not play any part in other discipline processes which could corrupt members in terms of the exclusions process.
- Following a fixed term exclusion, there will be a re-integration meeting involving the school, child and parent(s).

Code of Practice and Support

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.

Conclusion

Encourage children to take responsibility for their own behaviour and understand the consequences
The aim of the plan is to give each pupil an opportunity to learn and grow in a positive environment.

11. Monitoring and Review

This policy will be reviewed annually by staff and Governors to ensure it remains aligned with Welsh Government guidance and the needs of the school community.

Appendix 1 – Right Track / Ar Trac

In Ysgol Glan Conwy we believe / Yn Ysgol Glan Conwy rydym yn credu:

- Teachers have the right to teach / Mae gan athrawon yr hawl i ddysgu
- Pupils have the right to learn / Mae gan dysgwyr yr hawl i ddysgu
- Everyone has the right to feel safe / Mae gan pawb yw hawl i deimlo'n ddiogel

T – Take responsibility

R – Right place, Right time, Right thing

A – Attitude & Approach

C – Co-Regulate (Help to regulate)

K – Keep Safe

T – Trywydd cywir

R – rheoli hunain

A – agwedd parchus

C – cadw pawb yn diogel

Appendix 2 - Behaviour Matrix

Prevention

- Teach and refer to RIGHT TRACK / TRAC CYWIR language consistently
- Pre-correct – Regularly remind and state behaviour expectations in all school locations
- Regularly acknowledge appropriate behaviour – reward with tokens
- Use calm tone of voice, PACE (Playful Acceptance Curiosity Empathy) and empathic response
- Advise pupils of options available such as: use calm area, move to another table/area, 5 minutes, take a drink (only if appropriate and with staff permission)
- A 'Fresh Start' is to be given after the change of an unwanted behaviour

Minor – all staff responsibility

- Answering back
- Cutting across
- Time wasting
- Eye rolling
- Ignoring instructions
- Pushing in line
- Bickering
- Challenge to authority

Major – all staff + SLT if relevant

- Spitting
- Swearing
- Provoking
- Severe attitude
- Hurting others
- Making fun of others
- Refusing to work

Non-negotiable – refer to SLT immediately

- Fighting
- Bullying
- Racism
- Biting
- Strangling
- Using objects to cause harm
- Stealing
- Damaging the property of others purposely
- Inappropriate touching

Intervention

• 1st specific warning with quiet reminder of behaviour expectation

• 2nd specific warning with quiet reminder of behaviour expectation

• Then consequence – appropriate to behaviour. Examples: loss of privilege, move seat/position, stand by an adult at playtime, time out

Intervention

• 1 specific warning with quiet reminder of behaviour expectation

• Remove from area if appropriate and consult SLT

• Then consequence – appropriate to behaviour, Examples: loss of privilege, move seat/position, stand by an adult at playtime, red letter, telephone call home,

Intervention – SLT to consider

• Red letter -

Internal Exclusion

Half day internal exclusion

Full day internal exclusion from class

Fixed term exclusion from school

Restorative Practice

- Pupils must always be encouraged to co-regulate/regulate BEFORE having restorative conversation. A 'Fresh Start' is to be given after the change of an unwanted behaviour and the completion of a consequence.
- Calmly explain the reason for the consequence

- Complete 'Reflection Connection' if appropriate
- Restore the relationship
- Reinstate and teach the school expectation
- Deliver specific praise for following RIGHT TRACK / TRAC CYWIR rules