

Aspire, Apply, Achieve



MAES Y LLAN COUNTY PRIMARY SCHOOL

BEHAVIOUR POLICY

Signed _____ (Headteacher)

Signed _____ (Chair of Governors)

Date _____

To be reviewed _____

Behaviour Policy

At Ysgol Maes-y-Llan we have 3 school rules which all stakeholders follow.

1. Be Ready

2. Be Respectful

3. Be Safe

All adults at Maes-y-Llan actively seek out positive/desirable behaviour choices displayed by learners which they praise and encourage – ‘catch learners being good’.

Everyone at Maes-y-Llan is held responsible for their own behaviour.

All staff are responsible for recognising and acknowledging positive behaviour choices by praising and/or awarding ‘House Points’; this is done by handing out counters which learners then place in their house pot. The first house to reach the ‘100’ mark then earns the right to come into school in their own clothes on an agreed date, or another agreed treat.

Staff will always try to seek out opportunities to share positive news with home. This could be done by: passing on news on the playground at the end of the school day, sending home a positive note or postcard or by making a phone call home.

Headteacher’s awards will be presented during the weekly ‘Celebration Assembly’ on a Friday afternoon. Learners who have gone ‘above and beyond’ or who have met a target or shown positive changes in behaviour/learning will be recognised with a Headteacher’s award. Their picture will also be shared on the school website and app.

Merit Cups will be presented at the end of each term to a learner from each class who has consistently shown an attitude towards learning and behaviour around school which is ‘above and beyond’. Their picture will be shared on the school website and app (if parental consent given).

Members of staff will always give first attention to the learners making the right choices. For the vast majority of learners, a very gentle reminder or nudge in the right direction is all that is needed. If learners choose to ignore early interventions then a more formal ‘stepped’ process may be required. Staff will always deliver sanctions calmly and with care.

All staff will use the steps in this policy for dealing with poor behaviour conduct.

Even before a member of staff moves to ‘Step One’ they will have used a range of strategies and reminders to encourage and promote good behaviour/learning choices. Staff will only use ‘Step One’ if these subtle reminders and strategies have not been successful in steering the learner towards making better/desirable behaviour/learning choices

Step One: Reminder

A reminder of the expectations, delivered privately when possible and practicable to the learner. The member of staff makes them aware of their behaviour. The learner then has a choice to make about their own behaviour and to do the right thing. Allow sufficient ‘take up time’ for the learner to alter their behaviour; age and emotional maturity should be taken into account when allowing sufficient ‘take up time’.

Step Two: Warning

A clear verbal warning delivered privately, when possible and practicable to the learner, making them aware of their continued behaviour. The learner has a further choice to make about their own behaviour. Learners will be reminded of their previous good conduct to show that they can make good choices.

Step Three: Final Warning

There will be a 30 second intervention/reminder from the member of staff stating the behaviour that was observed and which rule/expectation/routine it contravenes, a reminder of previous good behaviour/learning, and finally consequences if the learner still chooses to make the wrong behaviour choices.

The first three steps are quick interventions. On each occasion the learner has the choice to adapt their behaviour. **Lengthy discussion about poor behaviour will not take place during learning time, as the rest of the learners in class deserve to have the attention of their teacher.**

Step Four: Time out

1. The learner is asked to speak to the member of staff away from others if possible
2. Expectations are clarified and boundaries are reset
3. Learner is asked to reflect on their next step. Again they are reminded of their previous good conduct/attitude/learning
4. Learner is given a final opportunity to reengage with learning

Step Five: Restorative Conversation

If step 4 is unsuccessful, or if a learner refuses to engage in a 'time out' then the learner will be asked to leave the room to work in another classroom. It is important that the learners who are engaged in learning are not negatively affected by the poor behaviour of another/others.

Learners who reach step 5 will have a Restorative Conversation with a member of staff. This will take place as soon as possible, ie. play time or lunch time.

During these Restorative Conversations, learners will be asked to reflect on:

What happened?

What they were thinking at the time?

Who has been affected and how?

What needs to be done to help make things right?

How can things be done differently in the future? Is there any extra help needed to support future behaviour choices?

Parents/carers will be notified if their child has had a Restorative Conversation. It is imperative that 'home' and school work together to ensure behaviour is not a barrier to learning for their own child or the other learners in their child's class.

Straight to Step Five

*There are no steps for serious misconduct in lessons and around the school site. These behaviours include: aggressive acts towards others or property, dangerous misconduct, inappropriate language, threats and extreme disrespect towards other learners, staff or property. In these very rare occasions staff will act immediately to ensure the safety of other learners and themselves, and the learner will likely be asked to work in another classroom setting for the remainder of the day and/or lesson; other learners have the right to continue to learn. A Restorative Conversation will also be done.

Parents/carers will be notified if their child has had a Restorative Conversation. It is imperative that 'home' and school work together to ensure behaviour is not a barrier to learning for their own child or the other learners in their child's class.

Continued Poor Behaviour Choices – we do not expect or ever want to reach this stage with any learner

The purpose of the section below is solely to inform what may happen in extremely rare cases. As a school we would be very disappointed should we have to use any of steps/actions below.

- A home/school diary or report may be set up. Persistent poor behaviour choices are best resolved, for the benefit of the learner, when home and school support each other. We want all learners to make positive strides forward in reaching their academic potential and in becoming valued and respected members of their community.
- A referral to the Behaviour Support Team may be made.
- A learner may be given a one-day internal exclusion; the learner is brought and collected from the main reception area, is provided with work and will spend the day in another classroom. The learner's class have the right to learn without interruption. A parent/carer will be expected to attend a meeting to discuss their child's behaviour in order to work together to achieve positive changes.
- Depending on the amount of previous internal exclusions and/or the nature of a single incident, school may take the decision to issue a one-day external exclusion. At this stage the Local Authority will be informed and, in line with their policies and procedures, a parent/carer must attend a 'Return to School' meeting with their child. The Local Authority has the authority to permanently exclude a learner.
- Further poor behaviour choices may result in further external exclusions. The Local Authority has the authority to permanently exclude a learner.
- If a learner's poor behaviour choices repeatedly occur on the school yard we may ask that they be collected by a parent/carer and taken off site for their lunch. All learners have the right to feel safe and respected at all times and to have an enjoyable lunchbreak.

RESTORATIVE CONVERSATION TEMPLATE

A restorative conversation should take no longer than 10 minutes and should not be delegated to a colleague. It is not a prelude to the student apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.

Done consistently and fairly, there is a positive impact on teacher/student relationships for the long term and significantly reduced high-level interventions. Restorative conversations will give a platform to build relationships that change and improve behaviour for the long term.

Consistency – every restorative conversation should follow same steps.

1. What has happened?
2. What were you thinking?
3. Who has been affected? How?
4. What needs to be done now to make things right?
5. How can we do things differently in the future?

1. What has happened?

2. What were you thinking?

3. Who has been affected? How have they been affected?

4. What needs to be done now to make things right?

5. How can we do things differently in the future?

LETTER A

Dear Parents/carers,

As you are aware, our Behaviour Policy aims to celebrate good behaviour in reflection of our three school rules; **Be Safe, Be Respectful, Be Ready.**

This is proving to be successful. The overall behaviour of our pupils is consistently praised by visitors and when we go out on educational visits. Estyn 2017:

"The standard of behaviour is high in lessons and around the school."

"All staff use a positive approach to behaviour management successfully."

"The school provides a supportive, caring environment where all pupils are valued and treated with respect."

Unfortunately, there are occasions when a child has to be quietly reminded of these rules. These gentle reminders are generally all that is needed.

When a child needs further reminders, or there is a more serious incident, a child will have a restorative conversation with the member of staff in order to talk through what has happened and why.

This conversation is carried out at the next most convenient time. It is one of reflection on their behaviour and actions, and how it has impacted on others and their surroundings, looking at ways to make improvements in order to ensure better choices are made in the future.

I have to inform you that your child has had a restorative conversation with a member of staff today. Could I ask that you discuss your child's behaviour choices with them, the consequences this has had and how to ensure better choices are made in the future.

Working together we will ensure that all our pupils reach their social and academic potentials, whilst learning how to make well thought out behaviour choices which will help them throughout life.

If you would like to discuss this matter further, please contact the main office to make an appointment to meet with your child's class teacher.

Yours sincerely,



Mrs Lewis

Deputy Head Teacher

LETTER B

Dear Parents/carers,

As you are aware, our Behaviour Policy aims to celebrate good behaviour in reflection of our three school rules; **Be Safe, Be Respectful, Be Ready.**

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When a child needs further reminders, or there is a more serious incident, a child will have a restorative conversation with the member of staff in order to talk through what has happened and why.

This conversation is carried out at the next most convenient time. It is one of reflection on their behaviour choices and how it has impacted on others and their surroundings, looking at ways to make better choices in the future.

Again, one of these sessions generally deems to solve issues arising. Sadly, I have to inform you that your child has had their second restorative conversation today. Could I ask that you discuss your child's behaviour with them, the consequences this has had and how to make better choices in the future.

Working together we will ensure that all our pupils reach their social and academic potentials, whilst learning how to make carefully considered behaviour choices which will help them throughout life.

If you would like to discuss this matter further, please contact the school office to make an appointment to see their class teacher or myself.

Yours sincerely,



Mrs Lewis

Deputy Head Teacher

LETTER C

Dear Parents/carers,

As you are aware, our Behaviour Policy aims to celebrate good behaviour in reflection of our three school rules: **Be Safe, Be Respectful, Be Ready.**

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Unfortunately, there are occasions when a child has to be quietly reminded of these rules. These gentle reminders are generally all that is needed.

When a child needs further reminders, or there is a more serious incident they will have a restorative conversation with the member of staff in order to talk through what has happened and why.

This conversation is carried out at the next most convenient time. It is one of reflection on their behaviour choices and how it has impacted on others and their surroundings, looking at ways to make better behaviour choices in the future.

Again, one of these sessions generally seems to solve issues arising. Sadly, I have to inform you that your child has had another restorative conversation today. This is their third restorative conversation and without immediate improved behaviour choices, they may have an internal or external exclusion. This is not something we want to happen.

Could I ask that you discuss your child's behaviour with them, and the consequences this has had. We want to work together to ensure all our pupils reach their potential academically and socially, whilst learning how to make well considered behaviour choices which will help them throughout life.

If you would like to discuss this matter further, please make an appointment through the school office to see me.

Yours sincerely,



Mrs Lewis

Deputy Head