



Ysgol yr Holl Saint All Saints' School



Behaviour Policy

Equality Act Impact Assessment	YES	NO	27.04.2021
Last Review Date	October 2023		
Date to be reviewed by Senior Management Team	October 2025		
Date Adopted by Governing Body	06.02.2024		
Head Teacher - Mr Richard Hatwood			
Chair of Governors – Mrs Jane Tinniswood			



Introduction

This policy aims to gain a consistency in the way that pupils' behaviour is celebrated and supported through all aspects of school life at Ysgol yr Holl Saints - All Saints' School. The school is committed to the development of the individual child as a caring, considerate member of the school community and of the wider community.

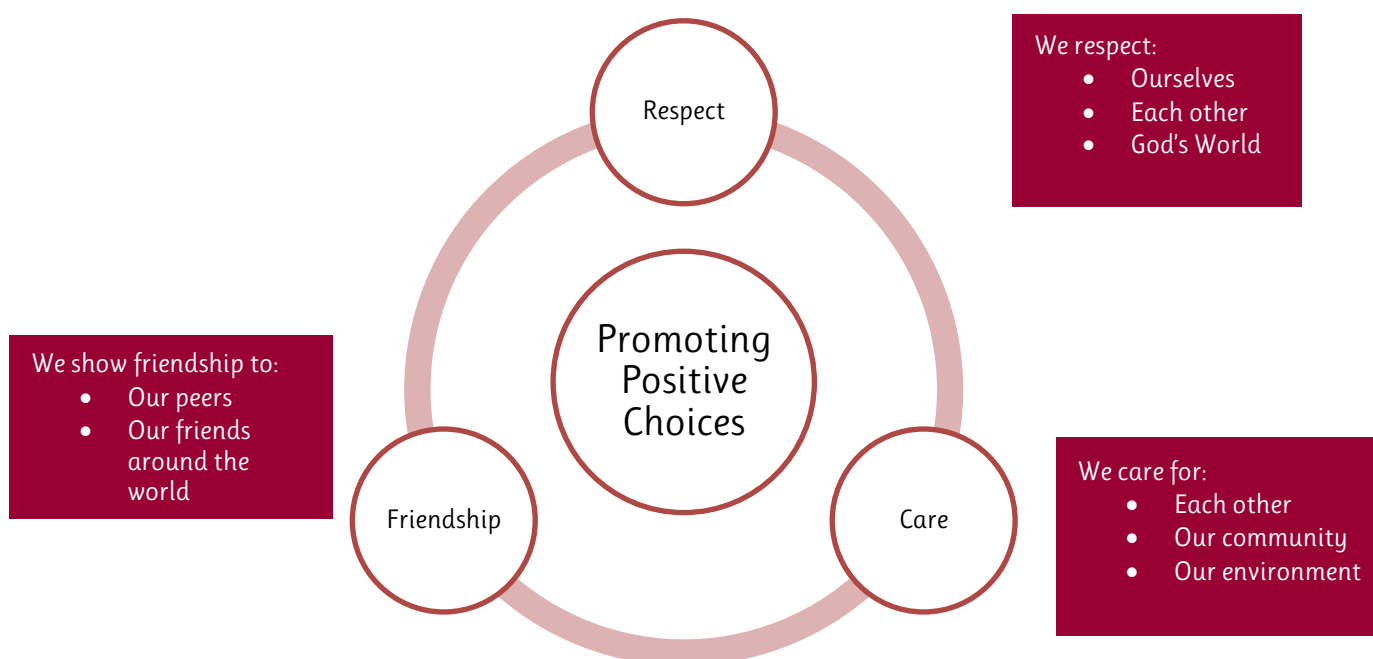
As a Church in Wales School, we endeavor to encourage a Christian ethos where our values play an integral part in the life in the school. We recognise that all pupils are individuals entitled to equal opportunity and continued support to enable them to realise their full potential academically, socially, morally and physically.

We further recognise that good behavior is necessary to enable effective teaching and learning to take place. Unacceptable behavior disrupts these processes.

To these ends, the staff of Ysgol yr Holl Saints - All Saints' School encourage pupil self-discipline and respect for the rights of others. Parent and carers are encouraged to support these standards of behaviour. The school seeks to create an atmosphere of mutual care and respect and every effort is made by staff to be fair and consistent.

Principles/Values

The policy has been developed in collaboration with all stakeholders and aims to bring consistency to how pupils' behaviour is celebrated and supported. As a school, we have established three key values that underpin the expected behaviour of our pupils. These are:





Our Values

“With respect, friendship and care, we learn here and succeed anywhere.”

Respect: We respect ourselves, each other and God’s world.

Friendship: We show friendship to our peers and our friends around the world.

Care: We care for each other, our community and environment.



Aims

Our values are used to support pupils in developing their own class charters which share the behaviours that are expected at pupils’ stage of development and/or learning.

The school's behaviour policy is designed to support the way in which all members of the school can live and work together. It aims to promote an environment in which everyone feels happy, safe and secure and is able to learn and reach their full potential. The welfare of pupils is paramount.

Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It aims to allow everyone to work together in an effective and considerate way with respect, friendship and care.

We treat all children fairly and apply this behaviour policy in a consistent way, whilst bearing in mind the needs of individuals. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of our Christian Values and understanding of the four core purposes of the Curriculum for Wales.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. It applies to pupils at school or taking part in any school organised or school related activity off the school site.

Approaches

The adults in our school have an important role in modelling high standards of behaviour, both in their dealings with the children and with each other, as their example has great influence on the children.

We aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, respect, friendship and care.
- Provide a safe, caring and effective learning environment.
- Encourage relationships based on respect, friendship and care and understanding of the needs of others.
- Ensure fair treatment for all, regardless of age, gender, race, sexual orientation, ability and disability
- Show appreciation of the efforts and contribution of all.
- Promote citizenship with an understanding of rules, rights and responsibilities.

Our Home School Agreement asks pupils to agree to the following:

- Come to school every day and be on time.
- Bring the things that they need everyday and to look after them carefully.
- Try hard and do all of their classwork and homework.
- Try their best to learn their times tables as they move up through the school.
- Be polite, helpful to others and well behaved at all times.
- Treat all pupils and adults with respect.
- Wear their school uniform and keep themselves tidy.
- Be proud to be a member of Ysgol yr Holl Saint – All Saints' School.

Rewards and Sanctions

We use a variety of rewards to encourage and support positive behaviour and to encourage pupils to 'promote positive choices'. This this end, our staff congratulate pupils for their positive contributions. They give special recognition in assemblies for consistent good work, behaviour, or to acknowledge outstanding effort or acts of kindness in school. This recognition links closely to the four core purposes of the Curriculum for Wales.

Where excellent progress in learning has been made, examples to celebrate the success will be shared outside the Headteacher's Office. Staff employ rewards and incentives are used across the school in the form of Class DoJo/House points. Any adult in the school can award a point to pupils who are acting as good role models. When pupils achieve a target number of green DoJos/House Points, they are rewarded with a non-school uniform day.

Pupils may also be given special stickers or effort cards for work, effort or acts of kindness. Acknowledgements of pupils' achievements, both inside and outside of school are shared in class or assembly times, as well as in the school's regular Newsletter or social media feeds.

To ensure a safe and positive learning environment, we employ sanctions appropriately to each individual situation. We separate the child from the behaviour so they understand it is their behaviour choices which need changing. Our behaviour policy follows our legal duties under the Equality Act 2010, in respect of safeguarding and supporting pupils with Additional Learning Needs.

The school does not tolerate bullying of any kind. As a KiVa School, should we discover that an act of bullying or intimidation has taken place, we act immediately to stop any

further occurrences. We do everything in our power to ensure that all pupils attend school free from fear. (Please refer to our Anti-Bullying Policy).

Sanctions are imposed for behaviour which prevents the school from fulfilling its function, to develop fully the potential of all pupils. This may be when an individual is behaving inappropriately, preventing their own learning, or when unacceptable conduct disrupts the teaching and learning within the school.

The school utilises a 'warning sheet' approach which is outlined below:

A verbal warning is issued – not recorded and a chance to correct the behaviour observed.

1 – A written warning is issued – the pupil is given a further opportunity to correct the behaviour observed.

2 – A second written warning is issued. This means that the pupil will complete a three-minute reflection in the classroom.

3 – A third written warning is issued. This means that the pupil will miss part of their next playtime. A message is sent home to inform parents/carers. (Foundation Learning – Red DoJo/Juniors – a message home).

4 – A fourth written warning is issued. This means that the pupil will move to work in another class for the rest of that part of the day.

5 – A fifth written warning is issued. This means that the Headteacher is advised of the behaviour and calls a meeting with parents/carers and the pupil to discuss how to best promote positive behaviour.

Extreme Clause - behaviour such as swearing, fighting or other similar behaviour warrants an 'extreme clause' and the pupil moves straight to the fifth warning.

Behaviour Monitoring Card

Warnings 1 to 5 are recorded weekly and tracked by the School Wellbeing Manager. Where patterns or trends emerge, the Headteacher, Deputy Headteacher class teacher or School Wellbeing Manager will contact parents or carers to inform them that a Behaviour Monitoring Card will be implemented for a half term period.

The initial Behaviour Monitoring Card will be green, after a half term review, should the pupil make expected progress, the card will be removed. Should patterns or trends in terms of warnings remain, the card will move to an amber card and a meeting with parents/carers held. Following the next half term period, should the pupil make expected progress, the card will deescalate to green and so on. Should concerns remain, the card will escalate to a red card, a further meeting with parents/carers held and discussion in relation to outside agency support will take place.

Class Charters

Our class charters are based on common sense procedures. We hope to establish positive relationships with pupils that prevent indiscipline rather than punishment. Therefore, natural consequences form part of our policy. These can be more effective for most pupils than punishment and so pupils must be aware of the consequences relating to the rules.

Governing Body

The Governing Body has the responsibility of setting down the general guidelines of standards of behaviour and discipline and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but the Governing Body may give advice to the headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Exclusion

In incidents of extreme behaviour, exclusion may be considered. An exclusion period of any 5 days in any one term without informing Governors/Local Authority. In situations where a further 10 days exclusion take place, Governors and the Local Authority must be informed.

Certain behaviour may result in immediate exclusion. Any incidents of exclusion would adhere to Welsh Government regulations and Local Authority guidance and the school would seek additional advice as required.

Evaluation

This policy will be reviewed by the Senior Management Team and Governing Body and adopted by the Governing Body as per the schedule on the front page.