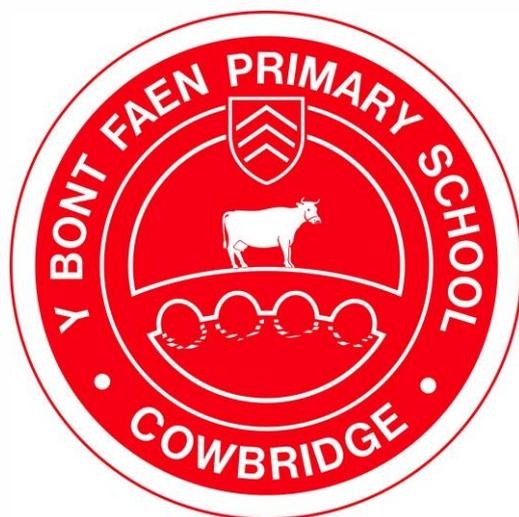


Y Bont Faen Primary School



School Behaviour and Well Being Policy

Polisi Disgyblaeth a Hapusrwydd Ysgol

October 2017

DOCUMENT INFORMATION – MANYLION DOGFEN

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Chair Governors: Cadeirydd:	of	T. Williams (electronically signed)	
Headteacher: Pennaeth:	J. Adams (electronically signed)		

Aims

As a school and Governing Body, we believe that in order to enable teaching and learning to take place, we need to create and encourage an inclusive, caring, learning environment by:

- Promoting desired behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive
- Relationships based on mutual respect
- Ensuring fair and equal treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promote early intervention
- Promote a culture of praise and encouragement in which all can achieve

We have put the following systems in place to deal with behaviour and well-being:

Y Bont Five Rules

The rule system for the entire school population was decided on by both the pupils and staff. The rules are printed and placed in every classroom and open space within the building:

The Y Bont Five

Listen

Pay Attention

Use Common Sense

Think before you do!

Respect People

Don't hurt people or their feelings

Respect Property

Look after your, schools' and others' property

Be Safe

Stay within the school grounds

What happens if.....?

Step one

My teacher will tell me which rule I have broken and give me a chance to change

Step Two

If I don't change, I will be seen by Mrs. Adams, or Mr. Couldrick

Step Three

If I still don't change Mrs. Adams will call my mum/dad or carer.

Home School Links

If a child has reached the third stage of the Y Bont Five rule system, and their parents have been called - we offer a number of ways to help improve the situation:

Open Dialogue - we will work hard to help those families who are having difficulties with behavioural/well-being issues. Regular meetings will be arranged and if necessary - outside agencies to be contacted.

I.B.P. - this will be drawn up following consultation with the ALNco, class teacher, Behavioural Support Team and shared with the parents/carers. This will be monitored on a weekly basis to ensure that all small positive steps are recognised and that if the plan needs to be adjusted, it will have a greater impact sooner rather than later.

Home School Diaries - if, after discussion, it is felt that this method will work, both the parents, child and teacher will work together on completing a daily diary.

Happy Boxes - if appropriate for the child, a happy box will be set up. This box will be kept away from the classroom - so that if the child is tense, stressed, beginning to display their angry triggers, they can leave the room and use their box for 5 minutes. This will contain cards (written and pictorial) with suggestions / activities to calm them down.

Classroom Routine - if the child has been identified (either by an outside agency or by the class teacher) as needing shorter work sessions, different input methods etc., we will strive to provide this where possible.

Outside Agency - after discussions with parents and school ALNco, outside agencies may be contacted in order to receive additional guidance. This would include - Behavioural Support; Educational Psychologist; Language Support and the Family Support Team. With regards to L.A.C., their social worker/carer will be fully informed.

The use of fixed term and permanent exclusion will only occur when all other methods of behavioural support have been explored and exhausted. We would see this level of action as a last resort, and in such circumstances will follow the guidelines provided by the Vale Council.

Whole-school Systems

Own Goal Book

Children who do not follow school rules will be entered into a Behaviour book called 'The Own Goal Book'.

The book is managed by teaching staff and senior staff within the school. No children will be involved in identifying children who are not following school rules. If children are noted in the book on one occasion the class teacher will then discreetly speak to individual children. If children are noted in the book on two occasions in one day, they will visit a member of senior staff or if they are noted in the book three times in one day then parents will be informed. Therefore each day is a fresh day for children to follow school rules and behave appropriately in school.

Circle Time

Classes use the model of Circle Time to work out class issues. Staff create a calm and secure atmosphere, and remind pupils of the rules of Circle Time - e.g. no-one is named, no-one is accused, third person language to be used, a warm up and cool down game to be incorporated into every session. However, Circle Time should also be used as a reward for whole class participation in projects and tasks.

Restorative Justice

Using a method similar to Circle Time, staff are trained in providing a safe and effect circle where children are able to witness the effects of their behaviour on the wider school community. This method is to be used only when staff have been trained and are comfortable in its structure.

Playground Buddies

Children are to be trained in play. Most playtime behaviour arises from a lack of resource or direction whilst on the yards/field. Buddies are to be trained in all manner of games and start crazes on the yard.

Some Buddies will be used to target those children who need support with their behaviour and will be encouraged to involve them in their games - thereby providing peer supported behaviour systems.

School Council

The School Council will be actively involved in providing a Pupil Voice. Their agendas will contain an item regarding behaviour/well-being at each meeting. They will be expected to canvas the school community for their ideas on how to improve the behaviour and well-being of all within the building.

Celebration Assembly

This assembly takes place weekly. It is a chance for the children and staff to celebrate and reward good behaviour, friendship, academic and non-academic achievements both in and outside of school.

Nominated children will receive a certificate and receive recognition for their achievement.

Code of Conduct for Staff

All staff need to act in an open and transparent way with the children in their care. We have a duty to protect our children from discrimination, harm and to maintain professional boundaries.

We need to maintain our high quality of provision at all times, taking responsibility for our areas and ensure that the children are given the learning experiences they require, in order to move them forward with their learning.

Treat other people with dignity and respect.

All staff are expected to treat other colleagues, pupils and visitors - including parents, with dignity and respect. Unacceptable behaviour such as discrimination, harassment or intimidation will not be tolerated.

This includes physical and verbal abuse, use of inappropriate language or unprofessional behaviour with children, colleagues and visitors - including parents.

Demonstrate honesty and integrity.

All members of the school community - teachers, L.S.A.s, parent helpers, Governors, catering and cleaning staff come into contact with a significant amount of data and information in relation to pupils, staff, school activities and many other matters.

We all have an obligation to read and observe the requirements of the Data Protection Act 1998.

No-one should disclose sensitive information about the school and its employees to other parties (including parents, colleagues or internet sites.)

Exemptions to this are **suspected** or **alleged abuse** of a child which **must** be dealt with via the appropriate **Child Protection Procedures**.

All communications with the media must be directed through the Headteacher or Chair of Governors.

Demonstrate respect for diversity and equality.

All members of the school community will promote a positive ethos and provide the children with positive role models. The school also has an Equalities Policy, which should be read in conjunction with this one.