



Behaviour and discipline for Learning Policy

INTRODUCTION

Effective teaching and learning can only take place in a well ordered environment. Promoting positive behaviour requires the commitment of all members of our school community, students, parents, governors and staff; it requires a consistency of practice across the school to ensure that pupils know the standard of behaviour that is expected of them.

"Improvement in behaviour will lead to an improvement not only in standards and inclusion but also in the quality of the day to day experiences for pupils and staff within schools"

(DfES 2004)

"Effective behaviour policies separate the child from the behaviour. They say 'we want you

- we do not want this behaviour"

(Lund 1996)

Our Lead Behaviour Professional with overall responsibility for leading, reviewing and monitoring our Behaviour for Learning Policy is Stephanie Cartmel, Headteacher.

Date current policy agreed: June 2013

Review date: June 2017

CONTEXT

Ysgol y Foryd attracts children from the Towyn and Kinmel Bay areas predominantly although children attend from Rhyl, Belgrano and Pensarn. Our school has a key role to play in the local community and is used as a base for a number of community groups. We celebrate our growing diversity of languages, religions and cultures through our creative curriculum where we regularly explore our similarities and differences. Our SEP (Strategic Equality Plan) is now being implemented to develop respect across different vulnerable groups.

Ysgol y Foryd are currently working towards the final part of the Healthy Schools Quality Mark. We are dedicated to the health and emotional well being of our school community. To help to do this we are working hard to develop pupils' respect, well being and learning through a thematic approach.

STATEMENT OF PRINCIPLES

The aims of this Behaviour for learning policy are:

- To support effective Teaching and Learning
- To develop a moral framework within which initiative, responsibility and sound relationships can flourish
- To enable students to develop a sense of self worth, respect and tolerance for others
- To produce an environment in which students feel safe, secure and respected.
- To make pupils aware that they make choices about their own behaviour and to understand how this impacts on their own and others learning.

VALUES AND ETHOS

In Ysgol y Foryd we believe that children and adults' personal, social, moral, cultural, spiritual and emotional development can be encouraged by a supportive and respectful school ethos:

- We aim to provide an interesting and motivating curriculum delivered through well paced lessons.
- We consistently model social, emotional and behavioural skills.
- We aim to ensure a safe and secure school environment that is conducive to learning and takes account of pupils, staff and family needs.
- We believe and acknowledge the link between thoughts, feelings and behaviour and how they impact on our ability to learn and retain information.
- We recognise that teaching social, emotional and behavioural skills to children makes a difference to their learning, behaviour and life out comes.
- We seek to provide opportunities to practice these skills in real life situations and provide a supportive organisational environment where it is safe to try new things and take risks

RIGHTS AND RESPONSIBILITIES

We believe the following Rights and Responsibilities for the school, pupils and parent/carers helps to promote and ensure an orderly climate of learning.

Rights for everyone: Children and adults in school

Rights:

- I have the right to feel welcome in school (6)
- I have the right to an education and learning (28)
- Teachers have the right to teach
- I have the right to feel cared for and listened to if I am being hurt (6)
- I have the right to be treated with respect and to feel safe in school (19)
- I have the right to express myself (12, 13)
- I have the right to friendship and play (15)
- I have the right to be able to have help and to learn to be independent (27)

Responsibilities:

- I have the responsibility to be helpful towards others
- I have the responsibility to listen
- I have the responsibility to be kind and not to be a bully
- I have the responsibility to do the right thing
- I have the responsibility to be good and try hard
- I have the responsibility to accept the consequences for my own actions
- I have the responsibility to help others to learn and teachers to teach
- I have the responsibility to make others feel welcome
- I have the responsibility to express myself without infringing on the rights of others
- I have the responsibility to help others to believe in themselves

***In brackets after the rights are the linked articles from the UNCRC (United Nations Convention on the Rights of the Child.)**

Rights of Parents

- To contribute to the development of the school behaviour policy
- To expect their children to be safe, secure and respected in school
- To be kept informed
- To be listened to

Parents have the responsibility to:

- To respect the schools behaviour policy and the disciplinary authority of the school.
- To help ensure that their child follows staff and adheres to the FORYD VALUES.

- To send their child to school punctually everyday, suitably clothed, fed and rested.
- To ensure school staff are aware of any additional needs which may result in their child displaying behaviours outside the norm.
- To be prepared to work with the school to support their child's positive behaviour.
- To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.
- To adhere to the terms of any the Home School Agreement and if relevant other Parenting Contract relating to their child's behaviour.
- If their child is excluded from the school, to ensure the child is not found unsupervised in a public place during school hours. To attend a reintegration interview with the school at the end of a fixed period exclusion.

SCHOOL SYSTEMS FOR PROMOTING POSITIVE BEHAVIOUR AND EMOTIONAL HEALTH AND WELL-BEING

Positive Behaviour for Learning

- Verbal praise
- Give stickers and certificates
- Show good work to other classes during celebration assembly (Fantastic Friday Meeting-FFM).
- Contact home or see parent at Pop in time.
- Star of the week
- Wow work of the week
- Writer of the week
- Golden time
- Headteacher's Award child of the week
- Foryd Value Awards of the week
- Responsibilities

Emotional Health and Well Being

- Use FORYD VALUES, SEAL materials and Class Moves as a whole school approach.
- Use PATHs and assertive discipline as a whole school approach.
- Use Relax Kids resources as a whole school approach
- A range of interventions including; Calm Spaces and Self Esteem promotion through Nurture and Pyramid groups

SCHOOL SYSTEMS FOR HELPING CHILDREN MANAGE THEIR BEHAVIOUR

Minimising inappropriate behaviour

- Expectations of all, based on Foryd values are established and displayed for all adults and pupils to refer to.
- Explicit teaching and whole school use of PATHS.
- All adults model appropriate behaviours for learning and the skills taught and developed through PATHS and SEAL.
- Use of whole school behaviour systems, including- traffic light system
- As a whole staff, we use the language of choice with pupils
- All staff and pupils are clear about the school's hierarchy of sanctions and rewards.
- We run a range of interventions for children who require additional support with behaviours for learning. We also seek advice and support from professionals through multi agency planning meetings regularly and continually look for further ways to offer support
- All our parents and carers are aware of our expectations and consequences of behaviour - positive and negative
- Every class has the following prominently displayed
- Foryd Values and PATHS prompt posters-Stop, Think and Say the Problem

Responding to severe behaviours

- ⊕ Some behaviours may constitute immediate moving to double red and / or severe clause:
 - Refusal to leave the class to go to a partner class
 - Behaviour that is aggressive or has violent intent / acts including swearing and bullying behaviour
- ⊕ Verbal Abuse:
 - Verbal abuse towards peers constitutes moving to double red
 - Verbal abuse towards adults constitutes a severe clause and parents are contacted.
 - In the case of severe clause, children will be sent to the Head Teacher with their peg. The Head will decide when the child should go to partner class or will take the next appropriate action.
- ⊕ Staff will log the number of times on red for each child.
- ⊕ Immediate response for severe clause
 - Out of class for suitable amount of time.
 - Letter or phone call home.
 - Parent/carer invited into school.
 - Incident will be logged (on the SIMS system)
- ⊕ Reasonable Adjustments:
 - Use of IBPs
 - Use of IEPs

PHYSICAL INTERVENTION

We make it our policy NOT TO HOLD CHILDREN WHO ARE PHYSICALLY CHALLENGING. First step is to clear area and remove all other children from particular area.

Teaching staff may have to use restraint to prevent a child from:

- potentially hurting themselves or another person,
- damaging property
- disrupting the good order of the school.

(Please see 'Physical Intervention Policy')

However should this occur Parents will be immediately invited into school to discuss the implementation of an IRS that the parent will agree and sign up to.

RIGHTS TO SEARCH AND CONFISCATE

The Head and Deputy Head teacher will have the right to search for and confiscate unsuitable materials and equipment in school.

MONITORING AND REVIEW

This policy will be monitored and reviewed on a regular basis as a shared responsibility of all stake holders and led by the staff. Monitoring will ensure that the policy is being effectively and consistently implemented throughout the school. Review will ensure that the policy is effective, reflects practice in the school and allow for any necessary changes to the policy to improve practice and reflect changes to national policy and legal requirements.

PROCEDURES FOR ASSESSMENT, RECORDING AND REPORTING

- Reporting to parents through parents/carers meetings and mid year and end of year reports.
- Information from PASS materials to be implemented from Autumn 2013.
- Boxall Assessment Data as implemented in Nurture sessions.

LINKS WITH OTHER POLICES

- Healthy Schools
- PSD/Citizenship
- ALN Policy
- Anti-Bullying
- Attendance Policy
- Physical Restraint Policy

DISSEMINATION

This policy will be shared with all stakeholders and the opportunity for feedback will be given.

REVIEW

It is the shared responsibility of all stakeholders to review the effectiveness of the policy and to make recommendations as to how the policy might be improved and further implemented.

Implemented by staff on the 24th June 2013.

Accepted by the full Governing Body on 20th June 2013.

Signed: _____ (Headteacher)

Signed: _____ (Chair of Governors)

Date _____

Dear Parents/Carers

I am writing to you to share our amended Behaviour for Learning Policy which will come into operation shortly (please see attached).

The staff, pupils and Governors have worked together to update this policy which sets out the high standards that we expect from the children, enabling them to maximise their learning and to work towards realising their potential.

We welcome your comments on the Policy, especially ways in which we can improve it and will take into account your comments when we come to review the Policy in due course.

Yours sincerely

Cath Potter
Headteacher