

Behaviour Management Policy

A policy for behaviour management is vital for smooth running of school life. It must involve all members of the school community and all must be aware of its contents.

Consistency of behavioural patterns is necessary for health and safety and happiness of the children and all members of the school community. Without a behavioural framework very little learning will take place. Everyone must be aware of behavioural expectations in order to enhance security and confidence. This sets a pattern of life experiences conforming to established rules.

Consideration and tolerance of others is encouraged and fostered by abiding to these rules and self-discipline is also fostered in the same environment.

Respect for people, children, the school environment and resources will be instilled by constant monitoring of the school rules. The rules that we make should be reasonable, valid and appropriate and should be utilised in a positive manner to prevent and correct misbehaviour exhibited by the child.

Parents should be made aware of the school policy, which should reinforce or introduce expected codes of behaviour.

Ysgol Melyd's aim is to give all children the skills of living and learning and to involve them in a well structured, relevant curriculum appropriate to their needs and ability. We cannot do this without co-operative effort. Our central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes.

School Aims (Behaviour)

1. Develop changes in attitude and behaviour in some young people who do not always follow school guidelines or rules.
2. Give the adults in the school and acceptable guidance, which is workable for all.
3. Encourage pupils of Ysgol Melyd to take responsibility for their own behaviour.
4. Encourage self-control and respect for self and others.
5. Develop a safe positive learning environment where pupils are happy.
6. All children should arrive at school punctually. They will enter the school in an orderly manner.

7. Children are required to move about the building quietly and to enter and leave the building by clearly defined doors.
8. Misuse of the toilet facilities is not permitted.
9. We strongly disapprove of the following:-
Bullying, name calling, fighting, kicking, swearing, spitting, stealing, racist remarks, dropping litter, graffiti, destruction of property (either personal or belonging to the Education Authority), lack of respect for both adults and fellow pupils, leaving school without permission and lack of respect for the school rules.
10. We regard the failure to recognise that school is a learning environment as a breach of school discipline.
11. Failure to co-operate with dinner supervisory staff and associate staff during dinner break is also regarded as a breach of school discipline.

We encourage kindness, helpfulness, cheerfulness, sharing and honesty. These make our school a happy, safe place. When behaviour problems occur, the staff will always try to listen to children and endeavour to establish the facts, but this is not always an easy matter. Only when we are certain of the facts can we then judge and then we must apply the rules firmly and fairly. Children are always given warnings which carry consequences. Following a serious incident a letter will be sent home and parents need to speak to the Head Teacher either by phone or in person.

Repeated refusal to co-operate may result in parents being asked into school to discuss their child's behaviour with the Head Teacher. If this action fails to remedy the situation temporary exclusion or even permanent exclusion may ensue. The imposition of permanent exclusion will follow procedures as agreed by Denbighshire Local Education Authority. The central action of this behaviour policy is to encourage good behaviour rather than simply punish bad behaviour.

Strategies we employ to comfort children

1. Children who show distress, for whatever cause are dealt with in a number of ways, the most common of which are described below:-
 - a) The child is spoken to by an adult in a sympathetic manner, and the cause of distress is discussed, and where possible a solution sorted out.
 - b) It is sometimes necessary for the adult to reassure the child by physical contact such as an arm around the shoulder or holding of hand.

- c) Where possible, a solution to the child's distress is sought by the attending adult. In some cases, support from another adult may be necessary, e.g. where the attending adult does not know the child well, or where the child is too distressed to be reassured and the attending adult also has other children to look after.
2. Children who are distressed due to injury or ill health are dealt with by:-
 - a) Employing the steps described above 1) a-c.
 - b) In addition, the appropriate First Aid or health and Safety procedures are employed.
 - c) Where incidents necessitating the removal of a child's clothing to effect treatment, a second adult should, where possible be present.

Strategies we employ to praise children

Children receive praise from adults

- a) In a positive verbal form e.g. Well done! Geneth da! Bachgen da!
Adults will choose a form of words that reflects the situation, their relationship with the child, the child's nature and the child's age.
- b) Stars and stickers are attached to jumpers, shirts/blouses, t-shirts etc. by staff.
- c) Praise postcards are given for good behaviour/good pieces of work.
- d) Merits in service.

Strategies we employ in managing children's behaviour

1. Children whose behaviour is causing concern or disruption to themselves and/or others will:-
 - a) Be reminded verbally of acceptable and appropriate behaviour. If necessary, this reminder will be made using a stern voice and repeated until the child responds.
 - b) The verbal reminder may also be accompanied by a restraining action, for example:- taking hold of the child's hand, arm, shoulder or an accessible item of clothing, in order to remove the child from a source of situation of immediate harm or danger to themselves or others.
2. Where a child does not or cannot respond to a) or b) above, for example through hysterical reaction or temper tantrum, the following may be necessary:-
 - a) A second adult should, where possible, be called to support.

- b) If it is safe to do so, the adult should move away from the child, and remove other children if possible, to allow him/her to calm down in their own space and time. The child must be closely observed during this time by an adult, and be somewhere where they cannot hurt themselves, or others, or run away.
- c) If it is possible to help the child to calm down, he/she may be placed on a chair in a quiet corner, where he/she can be observed. This may not be possible if the child is violent or holding their body rigidly.
- d) In extreme circumstances e.g. where the child is reacting violently or holding their body rigidly it may be necessary to restrain the child from causing harm to themselves and/or others by the adult standing behind him/her and gently, yet firmly holding their arms by their sides. In the case of very young or small children, it may be more appropriate for the child to be picked up and enfolded in the adult's arms until they calm down.
- e) If a child is kicking and will not stop after a verbal request, their shoes may need to be removed to avoid hurt or harm.

Parents need to be informed as soon as possible of any measures taken. In some instances, the parents may need to be summoned immediately to deal with their child. Occasionally, the ESW will also need to be involved.

Staff need to be aware that there may be some risk of misinterpretation of intention with regard to physical contact with children and use their professional judgement as well as common sense when these situations occur. If in doubt, always call another person for support, and report the incident to the Head Teacher or Deputy as soon as possible.

Rewards

1. Merit marks are awarded to pupils who have produced an excellent piece of work or who have made consistently good effort with several pieces of work.
2. Praise postcards can be awarded for outstanding achievements. They can be as a result of a consistently high standard of work, consistent effort, or a special event or situation where a recognisable and good attitude resulted in a wider benefit for the school.
3. Commendations can and should be entered in exercise books.
4. Recognition can be given to success of differing kinds, in assemblies or form time.
5. Pupil's work can and should be displayed as much as possible.

6. All members are very willing, and indeed welcome the opportunity to praise individuals for pieces of good work if these are brought to their notice.

Sanctions

Various sanctions are possible. The following have been tried and offer hope of success.

1. Detentions
2. Interruption of lunchtime, Golden time and privileges for bad behaviour.
3. "Punishment fitting the crime" – cleaning off graffiti, picking up litter, etc.
4. Referrals to Head Teacher
5. For most pupils the greater sanction is to contact the parent and seek an interview with them.
6. Exclusion ("Cooling off") at the request of the Head Teacher. Only the Head Teacher may actually exclude.
7. Suspension, leading to expulsion. This becomes a "legal" issue and needs comprehensive documentation.

Good to Be Green System

- Each pupil starts each day with a green card.
- If a pupil is given a warning, the green card is replaced with a yellow card.
- If incorrect behaviour persists another yellow card is given.
- A third incident in any day would result in a red card. The follow up to this is a letter home to parents.
- Pupils who do not receive any yellow cards in a half term period have a treat at the end of the half term.

Pupils with ADHD

Some pupils have individual targets. The good to Be Green System is not appropriate for their needs, therefore they follow a traffic light system.

Outdoor Play

Teaching Assistants do not issue warnings. Any pupils not following the rules outside are sent in to the Head Teacher.

REVISED NOVEMBER 2014

MONITORING AND REVIEW

This policy is monitored by the Governing Body and will be reviewed biennially, or earlier if necessary.

Signed _____

Date _____