

YSGOL GOLWIG Y CWM

Behaviour & Relationships Policy

Behaviour and Discipline Policy

1 Aims and expectations

It is a primary aim of our school **that every member of the school community feels valued and respected**, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school **behaviour policy** is therefore designed to support the way in which all members of the school can live and work together in a supportive way. **It aims to promote an environment where everyone feels happy, safe and secure.**

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting **good relationships**, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to **behave in a considerate way towards others.**

We treat all children fairly and apply this policy in a consistent way.

This policy aims to help children to 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 kindness and co-operation. **This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.**

2 Rewards and sanctions

- Ysgol Golwg Y Cwm is a school which firmly believes in a policy which **rewards positive behaviour** as opposed to only having sanctions in place to counter negative behaviour. The staff therefore praise and reward our pupils, not only for good behaviour, but also for displaying a positive attitude towards their work, both in the classroom and in the school in general. We do this in a variety of ways.
- **Webster Stratton** principles are employed extensively throughout the school to promote positive behaviour. All staff have been trained in a variety of programmes and practices are firmly embedded, particularly in the Foundation Phase.
- The children, staff and governing body have established a **Golden Rule** system which is clearly displayed for all to see. These are the underlying expectations of all pupils in the school.
- **Headteacher rewards/stickers** are given to children, through the course of the school day, who have produced good work or made a significant effort with their behaviour. These are at the discretion of the class teacher or any other member of staff who has worked with the children.
- **The Sparkling Students** strategy rewards children for a positive attitude to their work, for staying on task and for effort.

The school acknowledges all the efforts and achievements of children, both in and out of school.

The school employs a number of **sanctions** to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own in the ILA which provides them with a quiet space in which they can focus.
- We expect children to try their best in all activities and if not we will support them in doing so.
- If a child is disruptive in class, the teacher discusses this behaviour with him or her. If a child misbehaves repeatedly, he/she is referred to the head teacher or deputy head teacher in her absence.
- If a child threatens or hurts another pupil, the child is referred to the deputy / head teacher. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Should a child seriously threaten or physically harm another child/member of staff then this may be deemed serious enough to warrant a suspension. However, it is hoped that this would rarely be necessary and the school would have taken many steps to avoid this situation in the first place.
- The school takes seriously any incidents of cyber bullying. Parents will be contacted if an incident emerges and a plan put in place to ensure that this does not re- occur.
- The school also offers a Nurture break time or lunch time session which may be used for reflection following a break of rules.
- The class teacher discusses the school rules with each class.

In addition to the school rules, each class also has its own **classroom code**, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The school does not tolerate **bullying** (verbal or physical) or racial abuse of any kind. We act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. See the school's Anti Bullying policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3 The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. This should be done through developing an ethos of mutual respect where issues and concerns can be discussed and reflected upon.

The class teachers in our school have **high expectations** of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the senior management team.

The class teacher ALNCO or Headteacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the social worker or LEA Psychological Service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the head teacher

It is the responsibility of the head teacher, to implement the school behaviour and relationships policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher/deputy have the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, which may be physical, verbal or threatening. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5 The role of parents

The school places great importance on developing mutually respectful and supportive relationships with parents, which are

open and honest and based on the core purpose of ensuring the welfare of the child.

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus and during Parents' Evenings and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the head teacher. If the concern remains, they should contact the school governors.

6 The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

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

7 Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) and the deputy head teacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

In order to keep all children safe a fixed term exclusion would be considered as a result of serious threat of harm, physical or severe verbal abuse of other pupils or staff, or the inability to keep the pupil themselves safe due to their own extreme dysregulation. Significant damage to school property as a result of physical dysregulation would also be considered a possible reason for exclusion.

If the headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The Governors have an appeals panel which meets to consider an exclusion. They consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

8. The school pays regard to **The All Wales Safeguarding Procedures** when dealing with any incidents of bullying. The welfare of all children is paramount and the school follows procedures in order to keep all children safe.

8 Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

The governing body reviews this policy on a bi annual basis. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: T Havard

The image shows two handwritten signatures in black ink. The first signature is 'T Havard' and the second is 'D. A. Williams'. They are written in a cursive, flowing style.

Date: September 2025

