



ysgol ardudwy

Behaviour and Welfare Policy

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BEHAVIOUR AND WELFARE POLICY

Introduction : A high standard of discipline and organization is required in all aspects of school work. Like any whole school policy it requires the contribution of all members of staff. There are 3 basic elements to a behavior policy.

1. Agreed standards of behavior between pupils, staff, Governors and parents.
2. Methods of maintaining and promoting positive behavior that meet agreed standards of behavior.
3. Methods of responding to misconduct.

Fostering a strong, positive relationship with pupils and maintaining an orderly atmosphere that promotes learning is vital for all staff.

Aim

The aim is to ensure that the school has clear plans and organization that:

- ensure that everyone is aware of the agreed standards of behavior.
- foster an appropriate atmosphere and ethos that will promote the educational process.
- promote high expectations, good behavior and respect for others.
- promote self-discipline from the pupils.
- promote appropriate respect for authority.
- provide pastoral care and ensure the educational welfare of all pupils.
- offer a consistent and effective response to misconduct.

Objectives

1. The aim is to ensure that the school rules and standards portrayed in the curriculum, both formal and informal:
 - complement and reinforce each other.
 - promotes consensus on standards of behavior among staff, pupils and parents.
 - give clear guidance, to the three groups, on these standards and how to implement them in practice.
 - encourage all staff to promote positive behavior as well as deal with poor and unacceptable behavior.
2. Bearing in mind that the support of the home is key, the aim is to foster positive relationships with parents and seek to involve them and ensure their support and co-operation in all cases.
3. Ensure thorough pastoral care and effective provision to ensure pupils' educational well-being.

Procedures

Management Team: The Management Team plays a key role, primarily by encouraging a sense of mutual responsibility among staff, (ie a 'whole school' approach to promoting good behavior), encouraging an awareness of commitment to the school (ie the school in the community) among pupils and parents and maintain awareness of the agreed standards of behavior.

Staff: Similarly, all staff have a key role to play in promoting positive behavior and maintaining the highest possible standards, both inside and outside the classroom. All staff are expected to:



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- insist on sound discipline and appropriate courtesy at all times that are consistent with the school's agreed standards of behavior. Although compliance is expected on a core list of school rules, the `atmosphere 'of each class will naturally be different.
- use a number of methods to promote appropriate behavior (see teachers' instructions).
- use a variety of methods to respond to inappropriate behavior (see teachers' instructions).
- respond in a manner that demonstrates consistency, fairness and respect.
- remember that the teaching (or supervising) teacher is responsible for the pupils in the class throughout the lesson.

Ancillary Staff: Ancillary staff are expected to be familiar with the school's rules of behavior and to expect appropriate standards of behavior from pupils.

Pastoral System: A system of pastoral care is maintained that aims to ensure that all pupils are well known, that their progress is followed with interest and that difficulties encountered are dealt with in a professional and sympathetic manner. Aim to anticipate problems and take action to avoid them.

INSET: The school will provide behavior management training to all staff as required.

PSE Courses and Pastoral Periods: The Personal and Social Education courses, as well as the Pastoral Periods and individual target-setting interviews, are considered to have an important contribution to make by promoting the values of self-esteem, self-discipline and social responsibility that are fundamental to good behavior.

Parents: Parental co-operation is seen as vitally important to maintaining discipline in the school. The school, through the Heads of Year or a member of the Management Team, will therefore ensure that parents are aware of the standards the school is aiming for and the school will encourage them to discuss any pastoral issues relating to their children either at Parents' Evenings or at other meetings. The school will be alert to all possibilities of maximizing co-operation with parents where there is concern about behavior.

School / parent agreements: All parents have the opportunity to sign an `agreement` with the school. The agreement will set out:

- the standards of behavior the school is aiming for.
- the school's provision for pupils.
- the support expected from parents.

The school requires any pupil who is suspended from school, in conjunction with their parents, to sign a personal behavior agreement in addition to the above.

Welfare Officer and External Agencies: Ysgol Ardudwy's Welfare Officer will liaise with the school and parents as necessary to confirm and strengthen the link between them. The school will also co-operate with other specialist agencies and alert them to specific cases as required.

School Rules: The school rules form part of this policy: They are introduced during the pastoral periods for the pupils and some are also incorporated into the school / parent agreement.

Cyngor Disgyblion: Sefydlwyd Cyngor Disgyblion sy'n cynnwys cynrychiolaeth o ddisgyblion ysgol, ar draws yr ystod oedran. Bydd y `Cyngor`, trwy ddarparu fforwm i'r disgyblion ymateb i drefniadau'r ysgol a mynegi barn amdanynt, yn fodd i feithrin, ymysg y disgyblion, ymdeimlad o hunan-ddisgyblaeth ac ymdeimlad o berchnogaeth a chyfrifoldeb am agweddau ar fywyd a threfn yr ysgol.



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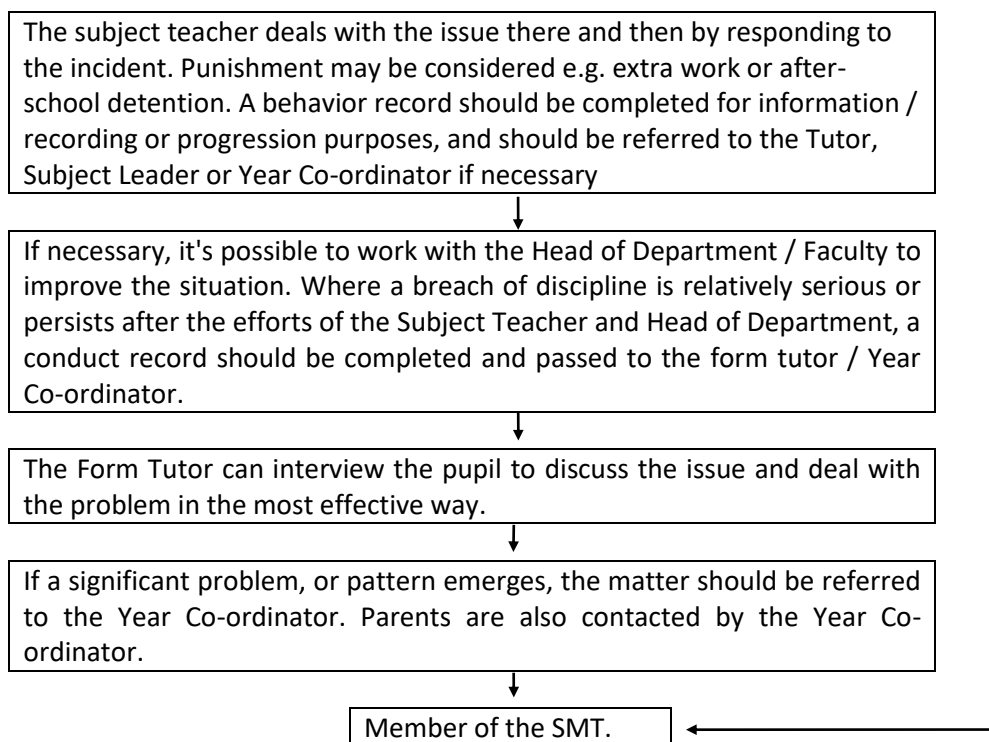
Year Co-ordinators: The Heads of Year below have responsibility for pupils' pastoral matters. Heads of Year will be happy to help and support any problem that arises. The procedures followed by these members of staff are set out in the Heads of Year Job Description.

Physical Response: No member of staff has the authority to physically discipline any pupil. However, a member of staff has the authority to use physical force to physically control a pupil when they are at risk of causing harm to others, self-harm or property damage. (See Reasonable Force guidelines).

Pupil Misconduct Procedure: The key role and responsibility of the individual teacher is emphasized as a first step in the process of responding to pastoral issues. The `fast track` should only be used in special cases (not for things like forgetting a book, getting sick in a test etc.).

As necessary, it is important that a teacher recognizes if there are problems and draws on the experience and support of experienced members of staff. A member of staff may also be assisted by the school's Management Team. In the event of an emergency, assistance should be sought immediately from a member of the SMT by using the Emergency Button (Emergency Alert) or any member of staff on hand.

Procedure in Pupil Misconduct





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Special Educational Needs Periods: In conjunction with the Special Needs Co-ordinator, Heads of Year will ensure that pupils with behavioral difficulties are placed at the correct Special Needs period and that the appropriate procedures for those periods are provided their implementation.

Racism: The Headteacher, at school level, will give a high profile to any sense of racism within the school. Any levers of racism will be responded to in accordance with this policy.

Reward and Punishment: Rewarding appropriate behavior is considered to promote better behavior. It is extremely important that positive aspects of praise and reward are given great emphasis. Good discipline is based on mutual knowledge, and respect for recognized standards. Pupils respond better to a system that recognizes their strengths and weaknesses. Anything that recognizes that children have achieved what they asked for is welcome.

Reward: All staff are expected to praise appropriate behavior using a variety of methods. The following exemplifies the range of methods used:

- The key role and responsibility of the individual teacher is emphasized as the first and most important step in the process of praise, encouragement and reward - praising and encouraging as much as possible orally in lessons is paramount.
- In order to promote parental pride in the school, it is ensured that a significant percentage of parents receive letters praising their pupils during the year.
- Points for praise will be awarded which will lead to a Letter / Certificate of Approval.
- Certificates are presented to reward full attendance and punctuality.
- Good attendance can be rewarded by going for lunch first.
- A reward meeting recognizing effort, success and behavior will be held at the end of the year.
- Praise can be noted within SIMS, in the workbook or in the homework diary.
- Success can be recognized in different areas of the morning assembly.
- Pupils' work should be displayed as much as possible.
- The tutor can give praise in the context of the tutor group's reputation.
- The Headteacher, Deputy, Year and Department Co-ordinators are ready and welcome the opportunity to commend individuals for good work being brought to their attention.
- Parents can be contacted by letter or email to praise behavior or work.
- Praise points can contribute towards pupils' housing points.



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Punishment: A punitive approach should always distinguish between petty, gross and repeated misconduct. Punishment should be administered fairly and consistently. The key role and responsibility of the individual teacher is emphasized as a first step in the disciplinary process, through discussion with the pupil, by setting additional work etc. The following exemplifies the range of methods used:

- Behavior Monitoring Card (ie a card that is signed every lesson) for missing a lesson, being late for a lesson or for misconduct in a lesson.
- Kept in at break, or lunch time. Pupils need to be supervised (Please note that parents of children going home for lunch must have at least 24 hours notice - these may be easier to stay after school). Responsibility for supervision rests with the staff member in detention.
- Loss of privileges such as exclusion from the canteen at break time.
- After school detention. A member of staff may, upon the approval of the relevant Year Co-ordinator, punish a pupil by detaining him after school, on the understanding that parents are given at least 24 hours notice, that supervision arrangements have been made for the pupil and suitable arrangements have been made for the pupil to go home. In deciding to impose this sanction, the member of staff will take into account the child's age, special educational needs, religious requirements, and travel arrangements.
- A penalty is imposed that reflects the offense e.g. graffiti removal; refuse collection a.y.y.b.
- A pupil may be referred to a Class Teacher, Head of Department, Head of Year, Deputy or Headteacher.
- For most pupils, contacting and interviewing parents is the greatest punishment.
- A pupil should be sent out of class in serious cases for short periods only. The teacher is responsible for the pupil's safety when out of class.
- If a pupil is persistently disruptive, by arrangement with a nearby teacher, the pupil may be sent to the back of another teacher's class.
- The school may prevent a misbehaving pupil from representing the school in activities such as games against other schools and trips.
- Behavior Agreement - when behavior is persistently disruptive a behavior agreement can be drawn up with the pupil, parents and School.
- Internal exclusion for serious or persistent behavior. The Head or Deputy in his or her absence is entitled to do this. Parents will need to be contacted immediately when acting in this way. If an internal exclusion is granted the pupil's teachers are expected to provide work.
- Exclude or suspend the pupil from school for gross misconduct. Only the Headteacher, and the Deputy Headteacher in his / her absence, have the right to do this. The exclusion procedures are based on the current guidance of the Assembly and Gwynedd Education Authority. Parents will be invited into the school and informed of the decision by letter. Before returning to school they will need to sign a behavior agreement. When a pupil is temporarily excluded, work will be sent home with the pupil to complete.



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Excluding pupils.

The Governing Body adopts the principle that the following list of serious incidents is a potential basis for permanent exclusion on the basis of one incident + a series of other incidents.

1. Persistent bullying that persists despite warnings.
2. Consistently challenging behavior towards teachers that persists despite warnings.
3. Persistent and severe disruption to lessons that continue despite warnings.
4. Continued drug use despite warnings.
- *5. Consistent use of swearing that persist despite warnings.

The Governing Body adopts the principle that the following list of serious incidents is a potential basis for permanent disqualification on the basis of only one incident.

1. Physical assault on a child.
2. Physical assault on a child and refusing to promise not to do this again.
3. Physical assault on a teacher.
4. Physical threat of child.
5. Physically threatening a teacher.
6. Swearing a teacher in public.
7. High level drug use in the school grounds.
- *8. Selling drugs in the school grounds.
- *9. Photograph a pupil being bullied or physically assaulted.
10. Misuse of cameras in changing rooms.

*Usually:

- The penalty for selling drugs on the school premises would be permanent exclusion.
- The penalty for using drugs on school premises would be a fixed suspension for the longest period.



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Related Documents and Policies.

- **Anti-bullying policy**
- **Special educational needs policy.**
- **Curriculum Policy**

Development, Implementation and Review: The implementation of the policy is monitored by the Management Team. Developmental elements are considered following regular discussions with staff, pupils, parents and Governors.



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PUPIL CODE OF CONDUCT

This Code is designed for your safety and welfare, to promote your education and to ensure the effective running of the school. What you learn and the way you behave during your time at this school will affect the rest of your life.

- Be punctual for school and your lessons, dressed in the official school uniform and with everything needed for the lessons. Keep your coat in your locker – coats are not allowed inside the school.
- The school always values good manners and good behavior, so:
 - o do not use abusive language;
 - o do not take anything that is not yours;
 - o don't strike, threaten or persecute anyone;
 - o do not damage school property and other property.
- Take pride in the school by keeping the building inside and outside clean.
- Never leave school without permission and keep to the designated routes on arrival and departure from school.
- For health and safety reasons, cigarettes, alcohol and illegal drugs are prohibited and weapons, mobile phones, stereo machines and i-pods are not allowed in school.

In lessons

- Do everything you are asked by staff.
- Commit to the work.
- Be courteous to others and do not shout out or do anything to harass others.
- Eating is not allowed.

When moving around the school

- Walk sensibly and show consideration for others.
- Walk to the left of the corridors, no more than two side by side, avoiding unnecessary noise.

You represent Ysgol Ardudwy and you are expected to understand and obey this Code at all times in school and when traveling to and from school. You will be punished if you break these ground rules.