

Ysgol Gymraeg Parc y Tywyn: Behaviour and Relationships Policy



Aim and Ethos

The United Nations Convention on the Rights of the Child is at the heart of our school's planning, policies, practice and ethos. As a school that respects rights, as well as teaching about children's rights, we also model rights and respect in all our relationships. Ysgol Gymraeg Parc y Tywyn is a caring community, with values built on trust and respect for everyone. We believe it is important to promote a caring and supportive environment, where positive relationships are developed to enable all members of the school community to feel safe and respected. We recognize that all children need praise, support, recognition and affection.

Introduction

The purpose of this policy is to outline how we will respond to behaviour, discipline and relationships within our school community. At Parc y Tywyn we have four core values that drive us and underpin everything we do, namely:

- Cymreictod
- Respect
- Perseverance
- Responsibility



This policy intertwines with our Anti-Bullying policy [Polisi Gwrth Fwlio 2023.pdf](#)

Promoting Positive Behavior

Consistent Adult Behavior

At Parc y Tywyn, all adults model appropriate behaviour at all times. Staff use the principles of the 'Trauma Informed School' (TIS) method to support children in accepting, regulating and understanding their feelings. They will use the PACE method (Playful, Acceptance, Curiosity, Empathy), to support pupils and promote a calm and positive environment. Staff will use WINE language when discussing and identifying with the children in order to support them as they regulate, revise and reflect. They will plan opportunities to support the development of healthy behaviour and relationships, while promoting social interaction e.g. during circle time.

At Parc y Tywyn we have four rules, which apply throughout the school. We apply our school rules alongside Thrive methods to promote positive relationships and empathy for others. Our school rules are:

- Cymreictod
- Perseverance
- Respect - Act with kindness and respect
- Responsibility - Look after everyone and listen thoughtfully

The rules and responsibilities are displayed around the school and are discussed with the children and explained to them by the class teacher at the beginning of each school year and reinforced regularly.

Everyone's responsibility

- All teachers have the right to teach and pupils have the right to learn in a classroom without disruptive behaviour.
- Teachers have the right and responsibility to establish rules and instructions that clearly define the limits of acceptable and unacceptable behaviour for pupils.
- They also have the right and responsibility to teach pupils to follow these rules and instructions consistently throughout the school day and school year.
- Parents themselves must also take responsibility for their child's behaviour.

The Core Values, which are clear and simple, are displayed in the classrooms and around the school. Our Core Values and class rules are discussed with the pupils and they are actively involved in creating class charters and class rules as part of our Jigsaw programme. Introducing them to pupils ensures that pupils understand the importance of rules and guidelines and that they have ownership over our rules of behaviour.

Responsible behaviour often has to be taught, especially to young children. At the beginning of each school year, teachers will teach their pupils about the behaviour they expect from them.

Pupils' responsibilities are:

- Work to the best of their ability and allow others to do the same.
- Treat others with respect.
- Obey the instructions of the school staff.
- Looking after property and the environment inside and outside the school.
- Working together with other children and adults.

Staff responsibilities are:

- Treat all children fairly and with respect.
- Raise children's self-esteem and develop their full potential.
- Providing a challenging, interesting and relevant curriculum.
- Create a safe and pleasant environment, both physically and emotionally.
- Use rules and sanctions clearly and consistently.
- Be a good role model.

The parents' responsibilities are:

- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- To show interest in everything their child does at school.
- Foster a good relationship with the school.
- Support the school to implement this policy.
- Be aware of the school's rules and expectations.
- Offer a framework for social education.

How we encourage positive behaviour:

- We make our expectations of positive behaviour clear.
- We encourage pupils not to behave antisocially by promoting respect for each other.
- We encourage children to take responsibility for their own actions and behaviour.
- We set, by example, standards of behaviour.
- We praise positive behaviour in private and in public.
- We use positive celebration through stickers, certificates and rewards on a daily basis or when excellent behaviour is shown.

Additional Recognition

We celebrate pupils who demonstrate our school's values in a number of ways. Mrs. Williams gives certificates to pupils during a whole-school assembly on Friday; pupils also receive class celebration stickers.

The nominations for 'Great Values' are read by the Headteacher on Friday morning and certificates are written to pupils and staff who have demonstrated the focus values that week. All the winners of the celebration prizes are shared on our school's Instagram accounts on Friday so that parents/carers are aware of the pupils' achievements. Other incentives are used by classroom teachers, support staff, lunchtime supervisors and the Headteacher including stickers, notes and certificates. Whole school incentives can include photographs of children achieving in exhibitions and also on the school website. We use yard games and activities to encourage positive behaviour and good team skills in the playground.

When expectations are not met

STEP 1

Low Level

For example, wandering around, calling out, interrupting the teacher, interrupting other pupils, ignoring minor instructions.

First time – verbal warning

A look, a gesture, a word, pointing to the rule being displayed, moving closer to them, encouragement, focusing on work rather than commenting on misconduct ie. what is the next thing you have to do? Praise the pupil who exhibits excellent behaviour.

The second time – a verbal warning

Name and question, - What has happened? Remind the pupil of the rule, repeat the instruction, a clear description of the desired behaviour, warn of the implications of breaking the rule again. Rules card to remind staff.

Third time – Thinking Time and Restorative Discussion

Because the behavior continues:

1. "I can see that you still choose not to be... (thoughtful, caring, respectful) because ..." (specify the actual behaviour);
2. "Because you continue to not meet our expectations you will need to move on to 'Thinking Time' ".
3. Class Staff to manage time to be on the 'Thinking Bench' to get time out of the situation - (adjust the time given to the pupil's age / need).

*Staff can undertake the above steps up to three times before moving on to STEP 2.

STEP 2

Rewiring Time and a Call Home

If the above behaviour or deliberate disobedience continues, the pupil will be expected to move to the partner class with work and have a reflective conversation with the teacher. The child stays in the partner class for the rest of the session. The set work must be appropriate for the child's ability where no teacher's help is needed. Parents will be notified and the incident will be recorded on 'My Concern'. Discussion with the ALNCo for the preparation of a One Page Profile + for a pupil who causes concern in a meeting with parents.

*Staff can undertake Step 2 up to three times before moving on to STEP 3

STEP 3

Serious Matters

Examples could include any of the above or a physical incident, threatening behaviour, racism, vandalism, theft etc.

The pupil is sent to a member of the Senior Leadership Team (SLT). The incident will be recorded in the behaviour log. The child's parents are contacted and informed of the behaviour and an appointment is made to discuss the way forward.

If that is felt to be appropriate, ELSA sessions can be discussed and organised for the pupil as support in the school.

The school can also make referrals for support from external agencies -

- Refer to the Behaviour Support Service if appropriate.
- Refer to the Educational Psychologist if appropriate.
- TAF (Team Around the Family)

Pupils whose behaviour causes concern will be identified by the class teacher to the SLT and the ALN Co-ordinator. A log of concerns will be kept to track incidents/concerns and also to collate evidence

to support referrals. Pupils will also receive a home/school contact book which will be completed by the class teacher after each session to monitor behaviour throughout the day. The booklet will identify any patterns of behaviour and also form a positive way of rewarding and praising good behaviour. The books are shown to the Headteacher/SLT/ALN Co-ordinator by the pupil at the end of the school day. This enables the child to have a conversation about their day and address any issues. Behaviour events and praise can be discussed to reinforce good behaviour.

In the event of a serious behavioural incident, staff complete an incident report to ensure that details are collected immediately after the incident has occurred. This report is then given to the Headteacher/SLT. The incident reports are used to ensure effective communication and that all details are recorded effectively to ensure the safety of staff and pupils.

PHASE 4 – Extreme Events

When dealing with serious breaches of the school's behaviour policy, the Headteacher may need to consider a period of exclusion for the pupil following the Exclusion Guidance set out by the Welsh Government:

<https://www.gov.wales/sites/default/files/publications/2024-04/240410-exclusion-from-schools-and-pupil-referral-units.pdf>

Physical Limitation – Positive Treatment

In very rare situations, a teacher or designated person may need to use force to control or restrain pupils. Section 550A of the Education Act 1996 makes it clear that teachers may use force that is reasonable in the circumstances in order to prevent a pupil from doing or continuing to do any of the following:

- Committing a crime (including behaving in a way that would be a crime if the pupil was not under the age of criminal responsibility).
- Injuring themselves or others.
- Engaging in any behaviour that is harmful to maintaining good order and discipline in the school or that irritates any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere. (see the LA Prevention Policies adopted by the school)

All teaching and support staff have received TEAM Teach training, and this program enables staff to manage challenging behaviour safely and effectively. It focuses on strategies to prevent and defuse situations, as well as providing techniques for physical intervention only when necessary. Staff are not expected to intervene or restrain a pupil if they put themselves at risk by doing so.

Brief periods of removal from conflict to a calmer environment may be more effective for an agitated pupil than restraint or physical restraint. Any incident of behaviour, interference, physical control will be clearly recorded and reported using an appropriate form. Cases of positive handling will be shared

with the LA and also the Governing Body. All aspects of intervention will be discussed with parents, professionals involved with the pupil and wherever possible, the pupil himself.

If appropriate intervention planning is required, parents are encouraged to work closely with the staff and a record is made of their approval.

The school will call the police immediately if a child runs out of school without permission and the school will notify the parents by telephone immediately.

Bullying

Bullying of any kind will not be acceptable in the school. All staff will act firmly against bullying wherever and whenever it appears. Everyone involved must share the responsibility to encourage acceptable behaviour. The school has a separate Anti-Bullying Policy which outlines all strategies, beliefs and procedures.

<https://primarysite-prod-sorted.s3.amazonaws.com/parc-y-tywyn-school/UploadedDocument/eb811494-6b4c-4d98-a563-26da1d1bea0c/27.b.pyt-anti-bullying-policy-2024-1-1.pdf>

How learners can solve their own difficulties:

Children should be encouraged to take responsibility for resolving their own conflicts. This means that adults must take responsibility for teaching them and model strategies for doing this and for ensuring that children achieve them and come to a successful conclusion. Children should be encouraged to present facts, to express their feelings and to resolve conflicts without resorting to violence, swearing or disrespect.

All the above strategies are taught and discussed as part of the Jigsaw programme.

We work closely with the school liaison police officer who visits the school regularly to teach important lessons to all pupils from Year 3-6. The police ensure that pupils are happy and safe in their school and community and encourage pupils to show positive behaviour on all occasions.

This policy sets out our school's commitment to fostering a positive, inclusive, and respectful learning environment. As we move forward, we will continue to review and refine our approach to behaviour management in line with guidance and the evolving needs of our school community. All staff, students, and parents play a vital role in upholding these standards, ensuring that our school remains a safe and supportive place for all. This policy will be subject to regular review to maintain its effectiveness and alignment with best practices.

'Special Achievement Award' letters are sent home every half term to a pupil nominated in each class by the class teacher and support practitioners. This letter and the award can be given to celebrate excellent behavior and attitudes to school life.

As part of our Jigsaw programs and celebrating 'Great Values', pupils nominate their peers, and staff, during the week by writing their nominations and adding them to the relevant box in the hall.

