

# *Ysgol Maesydderwen*



## **Behaviour Policy**

*Polisi Ymddygiad*

Type: Statutory Policy

Reviewed / Adopted On	Signed	Next Review
12/9/2019	 	Autumn Term 2021

## **Behaviour Management**

### **The Principles**

The governing body believes in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- Promoting good behaviour;
- Promoting self esteem, self discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment of all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.

### **Roles and Responsibility**

The governing body will establish, in consultation with the head teacher and key stakeholders the policy for the promotion of good behaviour and keep it under regular review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the school's expectations about pupil behaviour are clear. Governors will support in maintaining high standards of behaviour.

The head teacher will be responsible for the school's policy and procedures, and may delegate aspects of its day-to-day implementation and management to a designated member of the school's leadership team. Support for staff faced with challenging behaviour is also an important responsibility of the head teacher.

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff must have a key role in advising the head teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the school leadership team, for implementing the agreed policy and procedures consistently.

The governing body, head teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national, origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of the pupils are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work

in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour on or off school site and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

### **Procedure**

The procedures arising from this policy will be developed by the head teacher in consultation with the staff, pupils and key stakeholders. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the professional responsibility of every member of the school towards the whole community.

### **Rewards**

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

### **Sanctions**

Sanctions are needed to respond to inappropriate behaviour.

A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

### **Training**

The governing body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

### **Interrelationship with other school policy**

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special needs and anti-bullying has been established.

### **Involvement of outside agencies**

The school will work positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

## **Review**

The head teacher, in consultation with the staff and pupils will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate that the operation is effective, fair and consistent. The head teacher will keep governing body informed.

The governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the head teacher, parents, pupils and key stakeholders.

The outcome of the review will be communicated to all those involved, as appropriate.

***Ysgol Maesydderwen has adopted Discipline for Learning (DfL) as its chosen approach and advocates Assertive Teaching strategies.***

***DfL has been implemented in consultation with key stakeholders.***