ENGAGEMENT AND BEHAVIOUR POLICY

POLICY ISSUED AUTUMN TERM
(NOVEMBER 2024)

Name of school	Ysgol Dewi Sant, Rhyl.
Address and postcode	Ffordd Rhuddlan, Rhyl. LL18 2RE
Phone Number	01745 351 355

Name of Policy	Engagement & Behaviour Policy
Date Policy formally approved by Governing Body	23/10/2024
Date Policy becomes effective	2/12/2024
Review Date	November 2026
Signed (Headteacher)	
Signed (Chair of Governors)	
Information about this policy is available to parents/carers	www.ysgoldewisant.co.uk

Ysgol Dewi Sant
Engagement and Behaviour Policy

We are a very busy and inclusive school, that pride ourselves on the very high standard of care and well-being that we offer our pupils. Developing happy, caring, independent and well-rounded pupils is at the heart of everything we do.

We encourage our pupils to work hard, behave well and treat others with respect, promoting an inclusive, happy and caring family atmosphere, encouraging pupils to achieve their potential. We strive to make learning an enjoyable and exciting experience.

As a team, we plan, create and offer a wide range of fun, interesting and challenging activities that form a rich and engaging curriculum, and aim to 'make a difference' for our pupils in different ways.

All staff and Governors are responsible for the implementation of this policy. However, the Headteacher is ultimately responsible for the overall implementation of this policy daily.

Description of the School and its Community

Ysgol Dewi Sant is a welsh medium school in Rhyl. We have 430 pupils on roll and serve all of the families within Rhyl and surrounding areas that choose welsh medium education for their child. Currently we have 23.7% of families receiving the PDG grant.

Description of Policy Formation and Consultation Process

As a school we have seen higher levels of pupils who demonstrate challenging behaviours. In response to this, we are reviewing the policy as to ensure robust and consistent practices within the school. This policy was formulated following the consultation process with pupils, parents, Staff and School Governors.

As part of our self-evaluation procedures each year, all parents and pupils are given the opportunity to complete a questionnaire about all aspects of school life. The results are used to review our procedures and update our policy.

Introduction

It is important to state that our overriding consideration is to encourage pupil to exhibit positive patterns of behaviour. We want to encourage behaviour which enables pupils to develop positive relationships and develop self-discipline, in order to create a calm and productive environment to ensure effective learning can take place.

Alongside this policy is our Home / School Contract which is given to every child in our school. Parents will be encouraged to discuss the contract with their child to aid understanding, acceptance and support.

The ethos of the school is an integral part of establishing and maintaining high standards of behaviour. High expectations upheld in a sympathetic atmosphere must be central to that ethos.

Good behaviour is vital to allow quality teaching and learning to take place. To ensure the smooth running of the school there are rules, procedures and accepted codes of conduct by which the school

community abides. However, pupils live their daily lives in the wider community and are influenced by its standards and values. The most important of these external influences are those of the parents and home. Good standards of behaviour developed at home will be encouraged and maintained at school and communication between the two is essential.

The achievement of such standards in school will involve praise and reward, positive relationships between teachers and pupils and stimulating, effective teaching and learning. It will also involve, in some instances, the application of sanctions and consequences. In our policy;

We aim to:

- Encourage pride in our school and its environment.
- Encourage pupils to be considerate, courteous and to relate well to each other and to adults.
- Support pupils to take responsibility for their own actions, appropriate to their age and maturity.
- Develop pupils' self-esteem and self-confidence.
- Develop self-discipline in our pupils and encourage them to adhere to high standards of behaviour which contribute to effective learning.
- Encourage safety in school.
- Promote good working habits and attitudes.
- Promote positive attitudes and a welcoming atmosphere with everyone who works in and visits our school.

Our objectives are to:

- Encourage and maintain a high standard of pupil behaviour throughout the school.
- Encourage pupils to show appropriate and safe behaviour towards themselves and others.
- Encourage pupils to respect all pupils and adults in our school and in the wider community.
- Encourage pupils to be polite and courteous to others.
- Focus on the positive.
- Encourage pupils to show respect for the school and its environment.
- Encourage pupils to show respect and tolerance towards others during play times and throughout the school day.
- Emphasise and celebrate the achievements of all pupils.
- Encourage punctuality and reward high levels of attendance.
- Ensure that staff implement rewards and consequences consistently and fairly.
- Ensure that all support staff and supply teachers are aware of, and follow, procedures consistently.

Principles of Good Practice

It is well established that there is a close relationship between the content and the delivery of the curriculum and pupil behaviour. The delivery of the curriculum is the responsibility of the teacher who must ensure that work is correctly matched to pupils' abilities and is both challenging and relevant. Effective planning should ensure that results meet expectations. We believe that our policies for the planning of the curriculum and the assessment and recording of pupils' work lead to effective teaching and learning in our school.

The following points should receive the careful consideration of all staff:

ACCEPTABLE STANDARDS	of punctuality, behaviour and work depend upon the example set by us all. All have positive contributions to make.
GOOD BEHAVIOUR	must be encouraged/modelled; it does not simply happen. Set high standards. Apply rules firmly, fairly and consistently.
EVERYONE	Is at school for a purpose. Respect every person. Treat everyone as an individual.
RELATIONSHIPS	are vital: relationships between everyone and at every level. TAKE THE INITIATIVE: Greet and be greeted Speak and be spoken to Smile and relate Communicate
THE MAJORITY	of pupils conform and are co-operative. Deal immediately with the few who present problems. Deliver messages/sanctions firmly and calmly. Separate the problem from the person. Only if you cannot resolve a problem should you refer it on to a senior member of staff. However, make sure that it is pursued to a satisfactory conclusion.
MOST IMPORTANTLY	expect to give and receive respect.
OUR SUCCESS	is tested, not by the absence of problems, but by the way we deal with them.

POSITIVE BEHAVIOUR PLAN

It is our intention to encourage pupils to develop positive relationships and develop self-discipline, in order to create a calm productive environment to ensure effective learning can take place. In order to achieve positive behaviour, the following plan sets out how this is to be achieved. As a school we aim to be conscious of the many opportunities presented to praise and encourage pupil's positive self-esteem.

The three main areas we focus on are Ready, Respectful and Safe - these form the basis of our school rules.

In principle this approach whilst recognising that pupils have a variety of emotional challenges, has the expectation that they must still conform to an expected standard of behaviour. It is helpful if all teachers try to maintain a similar level of expectation and response to the behaviour in and around the school.

Classroom Discipline Plan

1. **Rules** - that pupils must follow at all time
2. **Positive Recognition and Rewards** - that pupils will receive for following the rules
3. **Step Actions** - that result when rules are broken

OUR WHOLE SCHOOL APPROACH

Whole School Rules

Our main school rules are clear and simple. At the start of the year, teachers discuss with learners the meaning of the three rules. The learners share their ideas of how they can be READY, RESPECTFUL and SAFE within our school environment. These are reviewed and revisited throughout the year.

Consistency in Practice

Teachers are encouraged to discuss how the learners can be Ready, Respectful and Safe within their classroom and around the school. This gives the learners ownership of their expectations of their own behaviour and that of their peers. This will help them become more invested in ensuring the expectations are met. **High quality** behaviour for learning is underpinned by relationships, lesson planning, classroom environment and positive recognition. The Code of Conduct**, Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around conduct, regularly and consistently across the school.

1. Meet and greet at the door.
2. Model positive behaviour and build relationships.
3. Plan lessons that engage, challenge and meet the needs of all learners.
4. A mechanism for positive recognition is used in each classroom throughout the lesson.
5. Refer to 'Ready, Respectful, Safe' in all conversations about behaviour.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.

- Consistent **follow up**: Ensuring 'certainty' in the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

- Consistent **consequences**: Defined, agreed and applied at classroom level as well as established structures for more serious behaviour.

- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.

- Consistent **respect from the adults**: Even in the face of disrespectful learners!

- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.

- Consistently reinforced **rituals and routines for behaviour around school**: In classrooms, around the site, at reception.

- Consistent **environment**: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners.

In whole school and departmental meetings, staff are given an opportunity to share their ideas on how this can be a positive approach to enhancing the behaviour in our school.

POSITIVE RECOGNITION AND REWARDS FOR EFFORT

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

All staff to praise the pupils in the first instance. Remember to praise good behaviour as this will have a positive effect on those not behaving. All staff should make a point of praising pupils for:

Co-operating while the teacher takes the register	Taking turns and sharing
Returning permission slips and school forms on time	Giving best effort
Changing groups or classrooms quietly	Demonstrating a positive attitude
Following instructions	Being sensitive to other's feelings
Saying 'Please' and 'Thank you'.	Learning a new skill
Listening attentively	Appropriate use of school property
Helping a classmate in an appropriate way	Being honest
Being responsible for classroom jobs	Showing enthusiasm
Tidying up at the end of a lesson	Offering help without being asked
Being a good audience during assembly	Looking after school resources and equipment
Beginning work right away	Staying on task
Asking questions when unsure	Remaining calm during a problem situation
Participating in class discussions	Working co-operatively with a partner

All staff should make a point of praising pupils with;

- Tangible Rewards e.g. Stickers
- Dojo points
- Reward certificate in line with the 4 Purposes
- KS2 - Class Dojo points – 50 points = House reward
- Teacher phone calls – class teacher to phone parent/guardian for positive praise

There may be a time when individual children need a behaviour Home / School Diary and rewards are differed to suit their needs.

Step Actions

STEP 1.

Redirection- Gentle encouragement, a reminder in the right direction, small act of kindness.
The Gentle Reminder- a reminder of the expectations for learners READY, RESPECTFUL and SAFE delivered privately, the teacher makes them aware of their behaviour, the learner has a choice to do the right thing.

STEP 2 – The Caution.

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. Explain they are on Step 2.

STEP 3 – Miss 5 minutes of Play / Lunch time.

The staff member that has issued the sanction will stay with the pupil in class. It is important to state that they are on Step 3 and why. As a sanction they will miss 5 minutes play or lunch time….' A restorative conversation after the 5 minutes is imperative after the sanction.

Scripted approaches at this stage are encouraged.

Guidelines for conversation:
a. Gentle approach, personal, non-threatening, side on, eye level or lower.
b. State the behaviour that was observed and which rule / expectation / routine it contravenes.
c. Tell the student what the sanction is. Refer to previous good behaviour/learning as a model for the desired behaviour.
d. Walk away from the student; allow them time to decide what to do next. If there are comments as you walk away write them down, follow up later.

STEP 4 – Miss 10 minutes of Play / Lunch time.

The staff member that has issued the sanction will stay with the pupil in class. It is important to state that they are on Step 4 and why. As a sanction they will miss 10 minutes play or lunch time….' A restorative conversation after the 10 minutes is imperative after the sanction.

STEP 5 – Miss 20 minutes of play / lunch time.

The staff member that has issued the sanction will stay with the pupil in class. It is important to state that they are on Step 3 and why. As a sanction they will miss 20 minutes play or lunch time….' A restorative conversation after the 20 minutes is imperative after the sanction.

STEP 6 – Phone parents / guardians

The staff member that has issued the sanction will contact the parents / guardians to discuss the behaviour / incident.

STEP 7 – Headteacher

The staff member to tell the pupil that they will need to go to the Headteacher. A restorative conversation is imperative at the end of the day.

STEP 7 – Headteacher

Any of the behaviours listed below will action STEP 7 immediately:

- Aggressive behaviour towards staff/pupils
- Deliberate damage to school property or another pupil's belongings
- Swearing aggressively (towards another pupil or member of staff)
- Causing physical harm intentionally (to a pupil/member of staff)
- Spitting
- Racism
- Homophobia

Reparation- A restorative meeting should take place before the next lesson with the class teacher or as soon as possible.

Follow the prompt scripts displayed in classrooms.

- What happened?
- Who has been affected?
- What needs to be done to make things right?
- How can we do things differently next time?

Reaffirm your commitment to building a trusting relationship. Staff will take responsibility for leading Reparation meetings; Middle Leaders will support when requested. Learners may have their behaviour monitored by teachers to show progress towards agreed targets. We make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

A Formal Meeting- If the reconciliation is unsuccessful then a meeting recorded with parents/guardians and a member of the SLT- agreed targets set that will be monitored over a period of time.
ALL PUPILS MUST BE GIVEN TAKE UP TIME IN BETWEEN STEPS

How to land a difficult message, softly

- Remind the pupil of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this; you are intelligent and able'.
- Thank the pupil for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away and give the student space as soon as you have finished speaking.

Major Behaviour Consequences

If the behaviour continues -

- Refer to Deputy Head Teacher to consider school behaviour chart. Behaviour chart discussed and shared with parents. Refer to Behaviour Support if behaviour does not improve.
- Refer to Head Teacher – parents called in and if necessary, pastoral plan written in conjunction with ALNCo, Class Teacher, Parents and child.
- External exclusion- for a major incident parents will be contacted, and pupil will be excluded from school for a fixed term, this is logged on SIMS and data is made available for LEA.
- A behaviour contract will be written by the Head teacher if behaviour does not improve. This could lead to a managed transfer or potentially a permanent exclusion.

It is important for all staff members to record incidents of behaviour in order to have evidence to support when asking for external agencies to become involved.

All the above consequences are put in place at the discretion of the Head teacher, and the context and child's needs will be fully taken into account when these are applied.

Examples of Minor Behaviour	Examples of Major Behaviours
• Swinging on chair. • Calling out / interrupting. • Rudeness. • Running inside school building. • Pushing in lines. • Noises that disturb others (not in line with any diagnosis). • Refusal to follow instructions first time. • Inappropriate remark to another pupil. • One off swearing/ name calling. • Minor disturbance of learners.	• Deliberate Damage of school property. • Refusal to return to class after play / lunchtime. • Harmful/offensive name calling/ deliberate fighting or hurting others. • Disturbing the learning of others. • Leaving class without permission. • Repeated refusal to do a task. • Repeatedly continued or serious challenge to authority. • Highly offensive remarks to pupils/staff. • Throwing objects with intent to harm. • Physical abuse to a member of staff with intent to harm. • Malicious physical assault on another pupil. • Bullying. • Racism. • Leaving school without permission. • Continued incidences of above behaviour.

SCHOOL VISITS

Attendance on any school trip is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable, they will not be accepted on trips. The school reserves the right at any time to withdraw any pupil from a trip or visits if they are involved in any behaviour which we deem as not living up to our school code of conduct.
All children must be given the opportunity to attend any educational trip.

COMMUNICATION WITH PARENTS

Our aim is to encourage and provide a good working relationship between staff and parents, creating a climate of trust and confidence when they meet to discuss pupil's progress at school. We aim to create an effective partnership.

Our objectives are:

- To organise parents' evenings to take place each term and to distribute weekly newsletters.

- Ensure Headteacher and SLT members available to listen/diffuse problems on an immediate basis
- ALNCo to meet with parents as appropriate and to offer support and information from outside agencies where this is necessary.
- To contact the parents of pupils on weekly reports in order to discuss progress.
- To contact parents as appropriate to discuss behaviour / reflection issues:
    - Foundation Phase – verbally, at the end of the school day, or via phone call.
    - Key Stage 2 – verbally, at the end of the school day or via phone call, specifying the nature of the situation and any resulting consequences.

DISCIPLINE AND MANAGEMENT STRUCTURE

The initial responsibility for the behaviour and discipline of pupils lies with the class teacher who will maintain individual pupil records if required. However, the following procedure is in place where pupils need to be referred following more persistent behaviour:

Foundation Phase – referral to FP Leader
Key Stage 2 – referral to KS2 Leader

Decision as to whether to place the child on a behaviour chart. Class teacher to meet with parents to discuss concerns and explain their role in the process. Behaviour issues logged on Behaviour watch.

The Deputy Head and the Headteacher will determine whether further disciplinary measures are necessary and act as they deem necessary.

Further support is available from Denbighshire County Council's Behaviour Support Service, and from the Schools Liaison Officer if this is deemed necessary.

EXCLUSIONS PROCEDURE

Our exclusion procedures are those laid down by the WA and Denbighshire County Council. A copy of these procedures is available from the Headteacher. However, upon a pupil's return to school the Headteacher will meet with the pupil and his/her parents for a reintegration meeting to agree on the steps forward. Behavioural contracts may also be set up and agreed with all involved, if deemed necessary. The term of the contract will be determined by the Headteacher based on the seriousness of the incident or incidents that led to the exclusion.

CONCLUSION

These expectations need to be regularly reinforced to ensure that our standards do not slip. No establishment is ever perfect, and we need to be diligent. However, should problems occur they will be dealt with fairly. Good communication with parents is essential and will always be a priority.

The behaviour of pupils reflects on the school as a whole and influences the public's view of our school community.

The purpose of this policy and our Code of Conduct is to ensure that our standards are maintained, and we continue to provide high quality education and wellbeing for the pupils in our care.