



Ysgol Henllan

Engagement and Behaviour Policy

* For the purposes of this policy, the term 'school' refers to maintained nursery, primary, secondary and special schools, and pupil referral units (PRUs).

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|-------------------------------|--|
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Yellow: For schools to edit to reflect practice

To be completed by the school:

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|--|--|
| Name of policy | Engagement and Behaviour |
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| Signed (headteacher) | Lynne Jones |
| Signed (chair of governing body) | Alan Roberts |
| Information about this policy is available to parents/carers | Statutory guidance states that the policy should be accessible to parents/carers, e.g. policy on school website; info in school prospectus; letter at the start of each term to each parent/carer. |

To be completed by Denbighshire Education and Children's Services:

| | |
|---|--|
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Ysgol Henllan

Engagement and Behaviour Policy

In Ysgol Henllan our aim is to ensure that all learners become

- Ambitious, capable learners, ready to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work.
- Ethical, informed citizens of Wales and the world, ready to be citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

To achieve the best outcomes for our learners it is essential that strong collaboration and partnerships exist between the pupil, the school and home.

Learners learn best in a disciplined and orderly atmosphere where they are often reminded of expectations. Our rules are clear and set the standards that learners should aspire to, in and out of the classroom. Good discipline is of whole school importance and the responsibility of each member of staff at all times. A consistent and firm response from our staff to promote positive behaviour, and tackle unacceptable behaviour, reinforces our expectations of the learners.

Problems are normal whenever people interact, especially when young people are learning and testing the boundaries of acceptable and agreed behaviour. Success can be judged not by an absence of problems but by the way we deal with them. We should always endeavour to distinguish between the problem and the person. Young people will always make mistakes and when they do, there needs to be a response, not a reaction.

Our expectations also outline the behaviour, attitude and order each member of our school community should follow at all times.

School Expectations

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
- Respect – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Responsible - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions.

Behaviour management

At Ysgol Henllan we are committed to ensuring that effective teaching and learning takes place and good behaviour is compulsory in all aspects of school life. We seek to create a positive learning atmosphere through:

- Promoting good behaviour and discipline.
- Promoting self-respect, self-discipline, respect towards authority.
- Promoting positive relationships which are based on mutual respect.
- Promoting consistency whilst responding to positive and negative behaviour.

Recognition – An opportunity to reward Learners for their achievements.

- **Classroom level 1** – Teachers are highly skilled at identifying opportunities to praise Learners and recognise their successes.
- **Classroom Level 2** – Learners will be identified fortnightly by their teachers to receive recognition certificates for outstanding attainment and endeavour in their subjects.
- **Senior Leadership Team / Headteacher**– Learners will be invited to meet with the Headteacher and team to recognise their achievements.
- Progress will be celebrated at whole school service.

As at any school, almost all of our learners are polite and well behaved most of the time. They are keen to learn and participate fully in all aspects of school life. For Learners to achieve at the highest level of which they are capable, good attitudes, parental support and the establishment of the right conditions for learning are all essential. Acceptable standards of behaviour and respect depend upon the example of us all: we all have a positive contribution to make. Good order has to be worked for, it does not simply happen. Everyone at the school is here for a purpose and every person should be respected and treated as an individual. Relationships are vital – between everyone and at every level. We should all make an effort to:-

- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate
- Make a difference
- Show equality and fairness.

Appendix A

Engagement and Behaviour

Rights and responsibilities with regard to staff

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
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- Safety – Everyone has an individual and group responsibility for the safety of all members of the school community.

Rights and Responsibilities:-

Ysgol Henllan and its staff have the right to:-

- Enforce the school's behaviour policy including rules and disciplinary measures.
- Expect learners and parents cooperation in maintaining an orderly climate of learning.
- Expect learners to respect the rights of other Learners and adults.
- Not tolerate abusive or violent behaviour.
- Involve outside agencies as appropriate.

Classroom Expectations.

The rules of the classroom need to be few in number and referenced regularly by the classroom teacher. Learners should be questioned about the rules and asked to offer reasons why we have such rules. The rules will only remain effective if all the teachers use them on a regular basis.

It is vital that we manage our expectations based on the pupil's ability and understanding.

All staff should follow the **same procedures** :

(Schools will have individual procedures to include in this section of their policy)

- Always start and end a lesson on time.
- Always take a class register and make a note of any pupils who are late.
- Create a seating plan and adhere to it.

- Always state the learning objective on the white board and ensure resources are available.
- Remind the learners regularly of the expectations and consistently give praise.
- Do not leave the classroom, unless there is an emergency.
- Keep learners on task throughout the lesson and do not let them leave the classroom, unless there is an emergency.
- Identify the classroom hot spots, and strategically locate ourselves in response to this.
- To know the name of all pupils who are in our care.
- Take responsibility for discipline.
- Every day is a new start
- Every lesson is a new start.
- To hold reconciliation meetings.
- Use praise postcards weekly.
- Create a recognition board.

All staff should:

- Model good behaviour.
- Maintain emotional control – give yourself time to think before reacting
- Uphold your dignity to sustain a relationship with the child.
- Be calm.
- Be confident.
- Be consistent.
- Show compassion.
- Maintain a professional relationship – separate the behaviour from the child.
- Understand they can influence change and that when an adult changes ,everything changes.
- Recognise that everything depends on the adults' behaviour.
- Be proactive in ensuring you keep up to date on individual pupil needs
- Share good practice and success

We should follow all of the above to ensure we don't:

- Humiliate
- Shout – it belittles others and diminishes impact
- Over-react or act impulsively
- Punish everyone in a group, or punish something you can't prove.
- Use sarcasm.
- Abuse your authority.
- Use empty threats
- Make empty promises
- Hold a grudge

Behaviour Management Strategy, to create a positive learning environment.

1. Plan Lessons for good behaviour

○ High Expectations

If there are high expectations for all learners, they will be more likely to succeed. You must set clear boundaries and you must re-visit them frequently.

○ Differentiate

Excellent teaching can reduce behaviour problems, but this is not always the case. Research shows that clear explanations and tasks which are matched to the needs of the learners improve attitudes towards learning.

○ Good pace in a lesson

A well paced lesson can help ensure learners are engaged and productive throughout.

○ An organised learning environment

An orderly and tidy learning environment can help promote good concentration and avoid distraction.

2. Staff-Pupil Relationship

You should ensure that everyone is treated fairly and with consistency. **Every lesson is a new start.**

3. The teacher's passion

If a teacher has passion for the subject, this will be conveyed to the learner.

4. The teacher is ready for the lesson

If a teacher is in the classroom ready to greet the pupils and engage in eye contact, this is an advantage and gives control and control of the classroom. You should consider an appropriate seating plan for each class.

5. Praise

Staff should consider using praise three times to every one reprimand, this can change an individual's attitude during a period of 2/3 weeks. **'Catch them being good'**.

6. Language

Staff should always use positive language. E.g. rather than saying "will you stop talking" you can say "I want everyone to listen now!", rather than "Dylan, don't turn around to talk to Bethan", you can say "Dylan, thank you, I need you to face me and focus on your work'. Try not to use uncertain questions, give polite and courteous instructions.

7. Be consistent

Whatever your behaviour strategy, you must be consistent, and everyone should be treated equitably.

Beyond the classroom

All staff have a collective responsibility to promote positive behaviour beyond their classroom

Undirected time can contribute to a deterioration in the behaviour of learners.

We can all promote good behaviour through positive interactions at every opportunity.

We should expect to:

- Enjoy relating to one another.
- Welcome all members of the school community.
- Start a conversation at every opportunity.
- Deal with poor behaviour, to ignore is to condone.
- Set high standards of speech, manner and dress.

It is good practice to regularly discuss and review these procedures with all members of the school community.

The behaviour around the school and the late arrival of Learners can have a detrimental effect upon your lesson and other lessons going on within the school.

The following is to be used as basic guidance for the behaviour around school. Ensure as much as possible that you reinforce the procedure below.

Dealing with poor behaviour

While responding to unacceptable behaviour, staff should take note of the below advice:

- All staff should adhere to our whole school strategy for managing behaviour.
- If a learner seems to be “playing to the audience”, deal with them away from the audience.
- Convey to the learner that you have high expectations of them and are disappointed when they let themselves down.
- Make it clear to a learner that once an incident has been dealt with then as far as you are concerned it is finished. You expect normal relations to be re-established. Every lesson should be a chance to make a fresh start.
- The closer the sanction is in time to the misdemeanour, the more effective it is likely to be.
- Sanctions aimed at a learner rather than at the behaviour, should be avoided at all costs. Sarcasm, embarrassment, fear etc, will worsen matters rather

than help them. Ask yourself how you would feel if you were in the same situation.

- Remember it is usually not personal.

Malicious allegations

If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

Appendix B

Engagement and Behaviour

Rights and responsibilities with regards to learners

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
- Respect – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Responsible - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions.

Learners have the right to:

- Be treated with respect and listened to.
- Be taught in an environment that is safe and conducive to learning.
- Expect appropriate action from school staff when dealing with any incident of bullying, violence, discrimination or harassment.
- To use relevant school procedures i.e. complaints, if you feel a situation has not been resolved satisfactorily.

Learners are expected to take responsibility to:

- Meet the behaviour expectations of our school.
- Conduct themselves around the building in a responsible manner and show regard to others.
- Arrive on time to lessons.
- Bring equipment appropriate for the lesson.
- Follow reasonable instructions given by staff, obey rules and accept sanctions.
- Behave in a respectful and polite manner to all.
- Show respect for the opinions and beliefs of others.
- Complete all class work in the manner required.
- Hand in homework at the time requested.
- Show respect for the school environment.
- Demonstrate collective responsibility and respect for the school environment.
- Act as representatives of the school when away from the building.
- Not bring inappropriate items to the school.

- Never harm, denigrate or bully other Learners or staff.

Items not permitted:-

- Mobile phones (if seen or heard outside the designated areas and times) may be confiscated – they are only to be used during break and lunch in the canteen or outside.
- Music devices, games devices or any device deemed to have a negative impact on learning will be confiscated.
- Headphones are not permitted to be worn inside.
- Fizzy drinks/energy drinks are not permitted in the school.
- Sweets and items deemed unhealthy by the school
- IT equipment other than that issued or approved by Ysgol < > and inclusive of cameras and recording equipment.
- Cigarettes/tobacco/e-cigarettes.
- Illegal items or other drugs/substances.

Learners will be expected to:-

- Adhere to the school uniform policy.
- Eat only in the canteen and designated outside eating areas.
- Not engage in any commercial activity on the school premises.
- Respect property belonging to others.

Advice to learners:-

- Do not bring valuables or money into the school. Should you need to bring money into the school bring the smallest amount possible.
- Do not bring expensive items of clothing and equipment into the school. The school will not be liable for any damage or loss.
- Use bags for school which are a suitable size and strong enough to carry books and other equipment.
- Contact your Headteacher if you need clarification on any issue.

Travelling to and from the school

- While learners are travelling to and from the school they are representing the school and must act in a manner that does not damage the school's reputation.
- Learners should respect the people and property in the local community and behave in a safe and responsible manner.
- Learners who misbehave while travelling to and from the school may be subject to the school's sanctions, and/or those contained in the Denbighshire School Transport Policy.

- Learners' behaviour outside of school that has an effect upon the education and welfare of Learners within the school may also be subject to disciplinary proceedings.

Behaviour outside the school

We value our learners' experiences, both inside and outside of the school, and as such we will expect our Learners to behave in a manner that promotes Ysgol Henllan. However on occasions Learners' behaviour may not be up to the expected standard and as such they may be subject to action from the school.

Malicious allegations by Learners

If an allegation is made against a Teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

Learners that are found to have made malicious allegations are likely to have breached the school Behaviour Policy. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Appendix C

Engagement and Behaviour

Rights and responsibilities with regard to parents and carers

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
- Respect – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Responsible - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions.

Collaboration and consistency between parents and the school will lead to improved outcomes for your child.

We believe that all parents have a right to be heard, understood and respected. However, school staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive or unreasonable behaviour.

Parents and carers are expected to:

- Support the school.
- Adhere to all school policies and procedures.
- Work in partnership with staff to ensure good behaviour.
- Maintain communication.
- Inform staff of any concerns.
- Respond to concerns raised by members of staff.
- Ensure pupils come to school correctly equipped and prepared to work.
- Resist discussing any concerns in front of your children or other parents.
- Avoid using social media as the front line for complaints.
- Adhere to acceptable standards of behaviour at all times.

Malicious allegations made by parents

If a parent makes an allegation against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

Parents that are found to have made malicious allegations are likely to have breached the Unacceptable Behaviour Policy. The school should therefore consider whether to apply an appropriate sanction, or contact the police if there are grounds for believing a criminal offence may have been committed.

Appendix D

REWARDS, SANCTIONS AND DISCIPLINE AT YSGOL HENLLAN

Staff encourage the highest standards in collective and self-discipline. The ethos of the School and the planning of the broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the School. These attitudes and values are further encouraged through a system of rewards and sanctions. It is noted that a lack of or poor discipline is often the result of problems within the family unit or the lack of social skills.

GENERAL MANAGEMENT

- all pupils have a right to work in a calm, supportive and purposeful atmosphere.
- all pupils have the right to come to school without the fear of being bullied – (see 'Anti-bullying' policy).

- ▪ guidelines are issued and discussed at the beginning of each school year outlining expected classroom behaviour, with reasons.
- ▪ the class and line monitor system also helps to give the pupils a sense of involvement and citizenship.
- ▪ class registers and details of pupils, along with discipline guidelines, are available for cover/supply teachers to quickly identify and resolve problem areas including One Page Profiles
- ▪ Every adult is responsible for every pupil in our School and is expected to treat pupils firmly, fairly and courteously. In the same manner, it is expected that each member of the School's classrooms behave politely, showing respect to every adult that works on the site.
- **THE CLASS TEACHER**

The class teacher has prime responsibility for pastoral care. It is expected that each classroom provide a positive atmosphere that conforms with the principles of restorative justice. In order to ensure this, the thorough knowledge the class teacher has of his/her pupils will be depended upon, along with his/her patience and perseverance when discussing and understanding the root of complex mis-behaviour.

Teachers will:

- ☒ ▪ Offer rewards and sanctions.
- ☒ ▪ watch out for children who are behaving out of character.
- ☒ ▪ look for signs of distress and upset.
- ☒ ▪ through talking and listening to children, pick up on suspected occurrences of non-accidental injury or child abuse and should report to the Headteacher for further investigation.

☒ **REWARDS**

☒ Rewards are a very powerful tool for teachers to use. The general practice of classroom management involves many rewards being given to children on a daily basis. These include:

- ☒ 1. Verbal praise, written remarks about good work, stickers, sending children to a nearest teacher or the Head for praise.
- 2. Commendation during Friday assembly (Star of the Week/Welsh Speaker/Headteacher Award).

3. Reports which are also seen as a vehicle for constructive criticism and praise.

4. It is possible for the School to send a message of praise to parents via DoJo's

- Some pupils will have a Home School Diary with individual targets to support the link from Home and School. Targets are discussed with the pupils and are differentiated. Positive behavior will be awarded with Golden Time at the end of the week. Pupils who have not reached their targets will not receive Golden Time. Pupils showing excellent behavior will receive more Golden Time. Pupils showing improvements week by week will then no longer need the individual files.
- Pupils have access to green/yellow/red wrist bands to express their feelings with staff in a discreet manor. These will be accessible to the children at all times.
-
- **SANCTIONS**
- Occasionally a pupil will fail to respond to the class reward systems. Every teacher and Learning Support staff has the opportunity to meet on a regular basis to discuss any concerns. The advice of other members of staff can be very valuable in difficult situations and often they can offer strategies to deal with complex examples of mis- behaviour. In order to deal with any unacceptable behaviour, the 'Good to be Green' discipline system is employed. This is a graduated system that warns pupils by using yellow coloured cards, which allows them to modify their behaviour before the final sanctions. The aim is to encourage 'Good to be Green' behaviour patterns at all times.

- **THE FOLLOWING DISCIPLINARY PROCEDURES REQUIRE THE SANCTION OF THE HEAD OR SENIOR DUTY STAFF MEMBER**

If the school feel that behaviour is unacceptable they will consider internal exclusion/exclusion for a minor fixed period. In all cases of exclusion the parents/guardians will be asked to bring their son/daughter to discuss the terms of re-admittance with the Headteacher. In instances of serious mis-behaviour the discipline shall take the form of 3 steps. Consultation with the Headteacher

is required before action is taken. Each step will be accompanied by a letter to parents.

These steps are:

1. Verbal communication to parents outlining areas of concern.
2. A letter warning that exclusion will take place if behaviour does not improve
3. Second letter informing that exclusion will be imposed, inviting parents to School to discuss the matter Following the aforementioned meeting, a letter informing the parent that their child is to be excluded for a fixed term, giving specific examples of mis-behaviour and grounds for exclusion, along with appeals procedure will be issued.

Exception to the above steps: If a pupil is felt to constitute serious risk to the welfare of other pupils / staff, they may be excluded immediately.

If the pupil then carries on he/she will be recommended for exclusion for a fixed period (up to five days) or for an indefinite period.

Appendix E

List of relevant policies: All available through the DCC website

- Policy for dealing with unacceptable customer behaviour
- Schools managed transfer policy
- Learner Transport Policy
- Collective Grievance Policy
- HR policies

School based policies (*school to insert list of relevant policies*).

Child Protection/ Safeguarding in Education

Use of Reasonable Force & Physical Intervention

Preventing Misuse of Substances Policy: Primary schools

All Wales Child Protection Procedures

<http://www.childreninwales.org.uk/policy-document/wales-child-protection-procedures-2008/>

North Wales Safeguarding Board Website that has all the individual policies and guidance which includes the resolving professional differences e

<https://www.northwalessafeguardingboard.wales/policies-and-procedures-children/>

Appendix F

ACE list

- **Child maltreatment**
 - Verbal abuse
 - Physical abuse
 - Sexual abuse

- **Childhood household includes:**

- Parental separation
- Domestic violence
- Mental Illness
- Alcohol abuse
- Drug abuse
- Incarceration

(<http://www.wales.nhs.uk/sitesplus/888/page/88517>)