

*Dogfen Polisi | Policy Document*

# Ymddygiad Derbyniol *Acceptable Behaviour*

## *Ysgol Gymraeg Gilfach Fargod*

Adopted By	Governing Body (Ysgol Gymraeg Gilfach Fargod)
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Mae polisiâu Ysgol Gymraeg Gilfach Fargod ar gael i holl rhanddeiliaid yr ysgol eu gweld ar unrhyw adeg.

*Ysgol Gymraeg Gilfach Fargod's policies are available for all school stakeholders to view at any time.*

**Ysgol Gymraeg Gilfach Fargod**

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## Introduction

The aims of Ysgol Gymraeg Gilfach Fargod state that we will take advantage of every opportunity to promote respect, care and equality in our everyday lives. The rules of the school also give prominent place to care, respect and courtesy and encourage the children to behave in an acceptable manner during their time in the school.

## Principles

In order to fulfil these aims and to promote high levels of discipline in the school, we believe that we should:

- ★ Instil a supportive and positive environment whereby children learn to appreciate the respect and courtesy that is shown to them
- ★ Aim towards developing self discipline, sense of responsibility and accountability in the behaviour of our children
- ★ Promote positive attitudes towards people and property
- ★ Ensure that the children understand what is acceptable behaviour and what are our expectations in the school
- ★ Develop systems to support expectations for acceptable behaviour e.g a reward and punishment system
- ★ Ensure consistency in our response to pupils. Each pupil should feel equally-valued within the school community
- ★ Ensure a sense of order in all school activities. Order can greatly contribute towards a positive environment and towards behaviour in general

## Acting upon these Principles

### The role of the class teacher

Effective teaching and learning is associated with good behaviour. In order to promote good behaviour in the classroom, teachers should aim to:

### Teaching and Learning

- ★ Provide challenging activities to stimulate the children
- ★ Provide differential activities to stretch each and every child.
- ★ Maintain high expectations for every child.
- ★ Introduce lessons in a lively manner in order to gain and retain pupils' attention
- ★ Praise the efforts of every child and provide clear and purposeful tasks that are within their reach, NOT complicated tasks that will lead to failure
- ★ offer genuine and positive help and support to each and every child

### Instil a sense of pride

- ★ pupils' work will be displayed and respected in order to nurture pupils' self-confidence and to encourage a sense of ownership
- ★ we will ensure that each classroom is neat and tidy and welcoming



- ★ we will give children the opportunity to show their work to others e.g. peers, parents, other teachers, head teachers etc.
- ★ we will encourage children to value each others work and not to interfere in one another's work
- ★ keep a sense of humour!

## Leading by example

- ★ we will ensure that we will know the name of every pupil by creating opportunities to visit other classes and to become familiar with all the children in the school
- ★ we will give equal opportunity to all children when - working, playing, using equipment, choosing parts in acting / concert / assembly
- ★ we will take care not to stereotype.
- ★ we will take care not to stereotype when disciplining pupils e.g. not to take for granted that it is the same 'naughty' child that always misbehaves
- ★ we will ensure that the child can trust his/her teacher and that he/she has a full and fair hearing by developing a relationship of respect between the teacher and the child
- ★ we listen carefully to what the child has to say and will not interrupt until the child has finished speaking
- ★ we will give attention to pupils and comfort him/her - if problems arise - we will deal with the situation as soon as possible
- ★ we will be patient and positive e.g. will not panic, will not laugh, will not scorn etc
- ★ we will at all times, show that the teacher is supportive - in all circumstance - to the child.

## Acceptable behaviour expectations on school site

- ★ Keep hands, feet and nasty words to yourself
- ★ Respect school property and other children's property
- ★ To speak Welsh to the best of their ability on the school site
- ★ Demonstrate courtesy and respect to all adults - whether members of staff or visitors to the school
- ★ To walk, not run, within the school
- ★ Encourage a clean environment e.g. school yard
- ★ Encourage pupils to wear the official school uniform
- ★ Take advantage of every opportunity to recycle and save energy

## Acceptable behaviour expectations in the classroom

- ★ To listen carefully to the teacher
- ★ To keep hands, feet and nasty words to yourself when sitting on the carpet and when working
- ★ Respect school property and other children's property
- ★ To speak Welsh to the best of their ability
- ★ To adhere to class rules



## Guidelines for encouraging acceptable behaviour in the classroom

- ★ In order to encourage and support good behaviour in the classroom, class rules, created and agreed by all stakeholders, will be introduced at the beginning of each school year
- ★ Give all children the opportunity to have an input in creating the rules - this could be done within the Class Council or PSE lessons. (Pupil input is considered to be priceless in organising classes that have worked together effectively.)
- ★ Instil a sense of ownership
- ★ Display the rules in a prominent place in the classroom.
- ★ No more than 4/5 rules should be set and the rules should be obvious ones e.g. to walk in the classroom; raise a hand before speaking.
- ★ Those pupils that adhere to class rules will receive praise in a number of ways:
  - Star/sticker
  - Praise from the teacher/head teacher
  - Praise in assembly - picked to be “Star of the Week”

### A. GENERAL Disciplinary Steps ( the Foundation Phase classes use a visual chart to support the following)

We set relevant disciplinary steps for those pupils that challenge authority and choose not to follow the rules (see “acceptable behaviour in school / in the classroom” above)

1. Warning
2. Move away from the group or carpet to a specific place in the classroom on his/her own (for 5 minutes)
3. To stand by the door (for 5 minutes)

\* It is emphasised that it is the responsibility of the class teacher to deal with unacceptable behaviour in steps 1,2 and 3

4. Move to another class (a member or the senior management team except for the Deputy) to continue with class work quietly for the remainder of the session
5. To send for the Head teacher (or the Deputy in the absence of the Head teacher) to receive a contact parents warning and spend the remainder of the session with him / her.
6. The Head teacher (or the Deputy in the absence of the Head teacher) to inform parents by phone call or verbally.

### B. In instances of misbehaviour of a MORE SERIOUS NATURE, e.g.

- ★ swearing
- ★ biting, kicking, pinching, spitting
- ★ malicious name calling



- ★ stealing

### Disciplinary Actions

1. The pupil to go straight to the Head teacher or the Deputy in the absence of the Head teacher
2. The teacher to inform the parents of the incident.
3. The Head teacher will keep a record of the incident

If a teacher has to contact the parents more than twice within a half term regarding a similar incident, the parents will be invited to the school to discuss the matter further with the Head teacher

### C. In instances of misbehaviour of a VERY SERIOUS NATURE. e.g.

- ★ vandalism
- ★ loathsome attack / physical attack on a child
- ★ loathsome / indecent verbal attack on a teacher
- ★ A physical attack on a teacher
- ★ racism
- ★ bullying

### Disciplinary Action

1. The teacher to go straight to the Head teacher or the Deputy in the absence of the Head teacher.
  2. Make a formal note of the incident in the Head teacher's office
  3. Inform the parents immediately in order to arrange a meeting with the Head teacher or the Deputy in the absence of the Headteacher.
- ★ Consideration must be given to those pupils who have specific behaviour needs.
  - ★ The school will liaise closely with the LA's Behaviour Support officer to determine specific guidelines when dealing with such pupils.

The Head teacher will consider the seriousness of the incident and this could lead to a suspension.

In instances of suspension, an official letter will be sent to the parents, Chair of the Governors and the Education Authority.