POSITIVE BEHAVIOUR POLICY

Ysgol Gynradd Gymraeg Y Login Fach

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. This policy is linked to Articles 3, 12 (CRC)

INTRODUCTION

Swansea Council's vision is to foster school environments where all members of the school community treat each other with kindness and consideration and instil a sense of accountability for their actions and decisions. At Ysgol Gynradd Gymraeg Y Login Fach, we support this vision.

Positive Behaviour within the school is essential to allow effective learning and teaching to take place. To enable our pupils to learn effectively, we need to create a calm and purposeful atmosphere where mutual respect and trust prevail. Whilst we readily accept that other factors such as a pupils' home circumstance and peer pressure may affect a pupil's behaviour, there is no doubt that the school plays a major role in influencing a pupil's behaviour and attitudes to learning. The manner in which our pupils conduct themselves in and around the school is a reflection of the ethos and values of our school and often the first impression that visitors may have of us.

At Ysgol Gynradd Gymraeg Y Login Fach we aim to:-

- To promote good, positive relationships so that pupil, staff, parents and governors can work together effectively to support our school's community
- To provide our pupils with a safe, secure, happy and inclusive learning environment where the individual needs of pupils are recognised
- To ensure that our pupils develop self discipline and become positive, responsible members of the school's community
- To adopt a collective, consistent approach to maintaining high standards of pupil behaviour based on restorative practice
- To emphasis positive behaviour through praise, encouragement and rewards
- To have clear, firm guidelines that are consistently applied for dealing with inappropriate behaviour (Appendix 1)
- To ensure that we communicate our expectations clearly to our pupils and parents through our School Charter, Class Charter, Values Education, Use of Restorative Practices and Guidelines (Appendix 4) for dealing with inappropriate behaviour.

The Role of the Class Teacher and Support Staff

Every class teacher/teaching assistant shares the corporate responsibility for the well being and good behaviour of pupils within their classroom. Staff will always give pupils the opportunity to explain themselves and their behaviour and will use positive reinforcement strategies in the first instance. It is the responsibility of the adult to ensure that:

- Each pupil is treated calmly, firmly, fairly and with understanding.

- They all provide a positive model of behaviour and ensure high expectations are made explicit to the pupils.

- Expectations of good standards of behaviour are conveyed and reinforced through praise and positive comments.

- Support staff should inform class teachers of any inappropriate behaviour they have not witnessed so that it may be dealt with in accordance with the school's behaviour policy.

- Inappropriate behaviour is dealt with in accordance with the school's procedures (Appendix 1)

- Reward systems are consistently and fairly applied

- Pupils are adequately supervised at all times, including travelling to PE, Dining Hall and Assemblies

- A record is kept of incidents of inappropriate behaviour using *Taith360* and *MyConcern* and persistent misbehaviour must be report to the Headteacher/Deputy Headteacher.

- The school's ALNCO and Wellbeing Officer can support pupils who, for a variety of reasons, find the school environment challenging and, where appropriate, it may be beneficial to involve the ALNCO and Wellbeing Officer in supporting positive behaviour.

The role of the Headteacher

The Headteacher will ensure that:

- the school's Positive Behaviour Education Policy and other related documentation is communicated to all staff, parents and governors

- the policy is implemented consistently throughout the school and will report to Governors on the effectiveness of the policy

- the health, safety and welfare of all pupils, staff and visitors to the school is paramount

- that the behavior is being treated seriously.

The Headteacher may exclude a pupil if this is considered necessary. Where such action is

undertaken then the LA procedures will be followed and the Discipline Committee of the Governing Body will be involved at the appropriate stage.

Role of the Governors

The Governing Body has the responsibility to set out general guidelines on the standards of discipline and behaviour they expect. In carrying out this duty, they may seek advice from the headteacher. The headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour. The governors are responsible for reviewing the effectiveness of this policy.

The Role of the Parents

At Ysgol Gymraeg Y Login Fach, we work collaboratively with parents/carers, so pupils receive consistent expectations relating to behaviour are shared by both the home and school.
We inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

Parents/carers can help by:

- recognising that an effective school behaviour policy requires close partnership between parents/carers, teachers and pupils
- discussing the school rules with their child, emphasising their support of them and assisting whenever possible with their enforcement
- attending Parents/carers' Evenings and by developing informal contacts with school
- remembering that staff deal with behaviour problems fairly, patiently and positively.

Parents will be expected to:

- read the school's policy and accept the Positive Behaviour Policy and the appendices.
- agree a course of action when there has been a breach of the school's code of behaviour
- work collaboratively where a weekly report book is used to monitor a pupil's behaviour and support its use by commenting appropriately.

If parents/carers have any concern about the way that their child has been treated, they should

contact the class teacher in the first instance (either in a conversation at the end of the school day or via an email sent to the school office), and then the headteacher. If the concern remains, they should contact the school's governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Fixed-term and permanent exclusions

Only the headteacher (or member of the Senior Leadership Team acting in the headteacher's absence) has the power to exclude a child. The headteacher may exclude a pupil for one or more fixed periods in any an academic year or exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

A decision to exclude a pupil should be taken only:

a) in response to serious breaches of the behaviour policy; and

b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Pupil behaviour can be particularly difficult at lunch-time. Where this is the case, it may be possible, through discussion and agreement with the parent or carers, to arrange for the pupil to go home for lunch. If this is not feasible, provision exists to exclude the pupil for the duration of the lunchtime, placing the legal responsibility for the pupil back with the parent. Lunch-time exclusion is regarded as equivalent to a quarter of a school day.

If the headteacher excludes a pupil they inform the parents/carers immediately, giving the precise period of the exclusion and the reasons for the exclusion. At the same time, the headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the Governing Body.

The school should inform the parents/carers how to make any such appeal. The headteacher will inform the LEA and the Governing Body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher. The Governing Body has a discipline committee to consider any exclusion appeals. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, any representation by parents/carers and the LEA, and whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Monitoring and Review

The Headteacher will monitor the effectiveness of this policy on a regular basis and report to the Governing Body on any amendments considered necessary.

The Headteacher will keep a record of any pupils who are excluded and also of any pupil whose parents/carers have been contacted regarding issues of inappropriate behaviour.

The Governing Body will monitor exclusion rates and provide information for the LA on the annual School Profiling.

The policy will be reviewed every two years or earlier if necessary.

Policy Date: February 2026

Appendix 1:

HELPFUL TIPS FOR PROMOTING POSITVE RELATIONSHIPS

- **Treat all pupils fairly and equally**
  It is all too easy to jump to wrong conclusions about a situation. The pupils must be given an opportunity to explain their behaviour. Don't act on hearsay; only act on what you are sure you saw. Make sure that you make use of your Restorative Questions:-
  - ❖ What happened?
  - ❖ What were you thinking about at the time?
  - ❖ What have your thoughts been since?
  - ❖ Who has been affected by what you did?
  - ❖ In what way have they been affected?
  - ❖ What do you think needs to happen next?

- **Be discreet**
  Try to deal with incidents quietly to avoid other pupils being aware.

- **Be friendly and approachable**
  Pupils need to see you as someone who is approachable and ready to listen to them. A cold or distant manner will stop them from approaching you.

- **Give gentle reminders**
  Pupils often forget some rules, e.g. running in the corridor. A gentle reminder is often all that is needed to correct this.

- **Stay calm**
  Try to stay calm at all times. This will help you to remain in authority and be effective.

- **Smile** 
  Try and remember to smile at the pupils, they will then see you as someone warm and friendly.

- **Try and Chat**
  Be willing to chat to the pupils about their news, interests and activities.
- **Give praise**

Praise is more effective than criticism so try and be positive.

- **Give incentives**
  Give out special lunchtime stickers or ask pupils to help. Inform the Class teacher/Headteacher if a child has done something particularly helpful.

- **Be fair**
  Be fair with punishment system- if you didn't spot the trouble don't rely on the word of other pupils - take time to talk it through but look out for it deliberately.

- **Be polite**
  Set a good example to the pupils by speaking politely and appropriately

- **Avoid getting into a confrontation**
  Don't argue with a pupil, this undermines your authority. Repeat your request calmly with a “thank you” at the end to emphasise it is more of a command that you expect them to do, then use your sanctions system.

- **Help a pupil "back out" of an awkward situation**
  If a pupil is deliberately rude ask them to repeat what they said. Or say “I don’t think I heard that correctly. What did you say?” This allows the pupil to retract the statement or apologise. Accept any apology graciously and don't continue to scold.

- **Try not to shout**
  If the noise level is high ask the school if there other ways you can get silence e.g Ready in 5 4 ….

- **Don't use sarcasm**
  Don't belittle pupils by using sarcasm - this leads to resentment.

- **Don't use labels**
  Don't give pupils negative labels such as, "naughty", "rude", or "stupid". Tell the pupil their behaviour or what they have done is unacceptable. Remember labels "stick".

- **Watch out for loners**
  Watch out for lonely or isolated pupils. Talk to them and try and involve them in games with the other pupils.

Appendix 2

General School Rules

These rules outline the expectations for all pupils in order to maintain a safe, respectful and well-organised school environment.

1. **General Conduct:** Pupils are expected to be polite, courteous and considerate at all times. Dangerous or irresponsible behaviour, violent conduct, swearing or the use of inappropriate language will not be tolerated.

2. **Movement Around the School:** Pupils must walk around the school building sensibly and safely. They are expected to make room for others and to hold doors open for both pupils and adults where appropriate.

3. Environmental Responsibility: Pupils are expected to help maintain an "Eco-friendly" school by:

- placing litter in the bins provided,
- recycling paper, cardboard, plastic and milk cartons,
- switching off electrical equipment when not in use,
- composting biodegradable materials,
- ensuring doors are closed and taps are turned off after use.

4. Toys and Personal Items: Pupils must not bring toys or games (including balls) to school unless they have been given specific permission, for example as part of a class project. If this rule is ignored and items are lost or damaged, the school cannot accept responsibility.

5. Food and Drink Restrictions: Chewing gum, sweets and lollipops are not allowed in school.

6. Access to School Buildings: Pupils should not be inside the school buildings:

- before 8:40am (except pupils attending Breakfast Club between 8:10am and 8:25am),
- after school (except for those attending after-school clubs),
- during break and lunchtime, unless specific permission has been granted.

7. Dress Code and Personal Appearance: Pupils must arrive in appropriate clothing and footwear for PE and Games. Make-up and fake nails are not permitted. Jewellery is not allowed except for small stud earrings.

8. Attendance and Absence: If a pupil is absent or expected to be absent, parents must provide an explanation either in writing or verbally. Pupils may not leave the school building during the school day without being accompanied, unless parents have made a written request.

9. Drinks in School: Pupils must bring **unbreakable** containers for water.
Glass bottles are not permitted. Fizzy drinks and squash are not allowed; pupils are encouraged to drink water.

10. Bullying and Racism: Bullying and racism are strictly unacceptable at all times.
Fortunately, the majority of our pupils consistently demonstrate caring and responsible attitudes.

Appendix 3

Rewards and Consequences

Rewards and Positive Reinforcement
We are committed to creating a positive and supportive environment where good behaviour is recognised and celebrated. A range of strategies is used to reinforce positive behaviour, including:

- **Verbal praise from all staff** to acknowledge positive behaviour and effort.
- **J2Stars points or stickers** awarded for good behaviour or work.
- A weekly **"Friday Praise Assembly"**, where pupils in each class receive certificates for good work, excellent effort, or outstanding use of the Welsh language.

The school uses a visible behaviour system through **J2Stars**, along with a set of **clear classroom rules**, agreed and displayed in every class. Appropriate consequences are used to reinforce school rules and maintain a safe, positive learning environment. All consequences are applied appropriately to each individual situation.

Behaviour Expectations
Pupils are expected to:

- Listen carefully to instructions.
- Try their best in all tasks and activities.
- Work respectfully and safely with others.

If a pupil does not follow these expectations:

- They may be asked to **move closer to the teacher** or **work independently**.
- They may be asked to **redo a task** if insufficient effort has been made.

If behaviour continues to be disruptive:

- A pupil may be **temporarily isolated** from the rest of the class until they are calm and able to rejoin sensibly.
- Any behaviour that compromises safety will result in the **immediate pause of the activity**, and the pupil will not participate for the remainder of that session.

Parental Involvement and Serious Misbehaviour
In cases of repeated or serious misbehaviour:

- Parents will be contacted and involved in discussions.
- **Behaviour agreements, contracts or behaviour plans** may be put in place.

- In extreme circumstances, more serious sanctions may be applied, including **suspension or exclusion**, in line with school and local authority procedures.

Teachers regularly teach and reinforce the meaning of key behavioural expectations as part of the social curriculum.

Types of Misbehaviour Identified by Pupils

Pupils have contributed to identifying behaviours considered unacceptable or unsafe, including:

Fighting or Physical Aggression

This includes any physical misconduct, such as:

- **Hands/Arms:** slapping, hitting, punching, pinching, scratching, pushing, poking, pulling hair, elbowing, shaking, lifting and dropping others.
- **Feet/Legs:** kicking, tripping, stamping, standing on toes.
- **Mouth:** biting, spitting, inappropriate kissing.
- **Other:** barging, bumping, intentional pushing or physical intimidation.

Verbal Abuse

- Disrespectful language towards pupils or adults.
- Insults, taunting or name-calling.
- **Swearing** is treated as a particularly serious offence.

Unsafe Playground Games

- Dangerous activities such as *mob games* or *British Bulldog* are not permitted.
- Pupils must report concerns such as rough play, bullying, or disputes to an adult on duty.
- Any significant concerns will be followed up by the class teacher or, if serious, the Headteacher.

Disrespect for Property

- Damaging or hiding other pupils' belongings.
- Damaging school property or displays.
- Interfering with lunchboxes, pencil cases or personal items.
- Interfering with fire alarms or fire safety equipment is treated extremely seriously.

Entering Classrooms Without Permission

- Returning to a classroom unsupervised is strictly prohibited for safeguarding reasons.
- No pupil should remain in a classroom without adult supervision.

- Only pupils with specific permission may remain in the main foyer area.

Leaving the School Site Without Permission

- Leaving school grounds without authorisation poses a serious safety risk.
- This behaviour will always result in appropriate sanctions.
- Parents and the police may be contacted as the pupil is considered a missing person.

Consequences and Behaviour

We use the term **consequences** rather than “sanctions” to support pupils in understanding that behaviour is linked to choice. Consequences are the result of **choosing** to break school rules or behave inappropriately.

Hierarchy of Consequences

Stage 1: Informal Interventions – Reminders

- Kind reminders of expected behaviour.
- Positive reinforcement and praise.
- Mediation to resolve minor disputes.

Stage 2: Formal Interventions – Loss of Privileges

- Removal of selected privileges or activities.
- Reflection time in a quiet area or neighbouring classroom.
- Communication with parents/guardians.
- Leadership Team involvement to agree next steps with the pupil and teacher.

Stage 3: Serious Incidents – Headteacher Intervention

- The Headteacher will deal with serious incidents.
- Additional sanctions may be applied, including fixed-term suspension.
- The school follows **Swansea Council’s Exclusion Guidelines**.
- Specific procedures are followed for cases involving bullying, discrimination, or serious breaches of school rules.

Appendix 4:

Restorative Practice

Ysgol Gynradd Gymraeg Y Login Fach uses restorative approaches (Restorative Practice) to promote a positive and harmonious learning environment. These approaches help pupils develop the skills to self-regulate their behaviour and take responsibility for their actions. When used across the whole school, restorative approaches have been shown to improve both behaviour and learning.

Using restorative approaches has significantly reduced incidents of poor behaviour in our school. Restorative Practice is built on four key principles:

- **Respect** – Listening to and valuing the viewpoints of others.
- **Responsibility** – Accepting responsibility for one's own actions.
- **Repair** – Developing the skills needed to find solutions, repair harm and prevent behaviours from being repeated.
- **Reintegration** – Supporting pupils through a structured process that resolves issues and allows them to remain included in the school community.

Responding to Incidents
If a child threatens, hurts or bullies another pupil, the class teacher will use restorative strategies with everyone involved.

If a child repeatedly behaves in a way that disrupts learning or causes upset, parents will be contacted to discuss how the school and family can work together to improve the behaviour. Class teachers regularly discuss the school rules and expectations with pupils and use a range of strategies to promote positive behaviour in their classrooms. This ensures all pupils understand what behaviour is expected in school.

Where inappropriate behaviour occurs, the class teacher will discuss the incident with the pupil or with the whole class at the earliest suitable time.

Bullying
The school does not tolerate bullying in any form. If bullying or intimidation is identified, the school acts immediately to prevent further incidents. While bullying cannot be fully eradicated, the school takes every reasonable step to ensure that children feel safe and free from fear. (See the Anti-Bullying Policy.)

Use of Reasonable Force
All staff are aware of the regulations on the use of reasonable force as outlined in DfEE Circular 10/98, relating to Section 550A of the Education Act 1996. Staff only use physical intervention to

restrain a pupil in situations where:

- the pupil may cause harm to themselves or others, or
- it is necessary to prevent injury or serious damage.

Any intervention will follow government and local authority guidance.

Pupil Involvement in Behaviour Support
Where appropriate, the school operates a Buddy Scheme during break times to support younger pupils on the yard. Staff and pupil buddies provide feedback on any issues. These are addressed by the headteacher and, where relevant, the School Council.

The yard also includes a **Buddy Bench**, where pupils can seek support or companionship from their peers

Class Teacher Responsibilities

Class teachers are responsible for enforcing the school rules within their classroom and ensuring that pupils behave appropriately during lessons. They have high expectations for behaviour and learning and work to ensure that all pupils try their best.

Teachers apply classroom behaviour strategies fairly and consistently and treat all pupils with respect and understanding.

Responding to Misbehaviour

- When a pupil misbehaves, the class teacher will record the incident on the pupil notes in *Taith 360* or *MyConcern.*
- Ongoing or repeated misbehaviour may result in the pupil losing part of their breaktime.
- If the behaviour continues, the class teacher will inform the headteacher.
- The headteacher will decide an appropriate sanction on a case-by-case basis. This will usually include contacting the pupil's parents.
- If the behaviour does not improve, the parents will be invited into school to discuss the concerns.

Support for Ongoing Behaviour Concerns
The school believes that every day is a fresh start for all pupils. Where a pupil continues to display challenging behaviour over time, the class teacher will work with the ALNCo to engage external agencies for additional support and guidance.

Communication with Parents

Class teachers report to parents on pupil progress in line with whole-school policy. They may also contact parents if there are concerns about persistent misbehaviour or any issues relating to a child's welfare.