

Ysgol
MELYD



Ysgol Melyd

Engagement and Behaviour Policy

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To be completed by the school:

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Signed (headteacher)	Dafydd Jones
Signed (chair of governing body)	Neil Watts
Information about this policy is available to parents/carers	Website, Prospectus, School Office

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

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Engagement and Behaviour Policy

In Ysgol Melyd 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: Our Prestatyn Promises

- Be Kind
- Be positive
- Be a good friend
- Be a good friend
- Be respectful
- Be the best we can



Behaviour management

At Ysgol Melyd 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** – Teachers are highly skilled at identifying opportunities to praise Learners and recognise their successes. Dojo points will be awarded by staff. Learners will have the opportunity to receive graduated awards on a termly basis
- **Senior Leadership Team** – Learners will be invited to meet with the Headteacher or other senior staff to recognise their achievements. Postcards will be sent home to recognise achievements.
- Progress will be celebrated in regular **Achievement Assemblies**

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.
- **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.

Rights and Responsibilities:-

Ysgol Melyd 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** :

- Always start and end a lesson on time.
- 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 regularly

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.

Learners will observe the following routines and rules:-

- Move around school in a calm and safe manner
- Treat the school environment with care and respect
- Treat all members of the school community with respect

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.
- Demonstrate collective responsibility and respect for the school environment.
- Act as positive 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 will be confiscated and parents contacted to collect them from the school office
- Music devices, games devices or any device deemed to have a negative impact on learning will be confiscated.
- Fizzy drinks/energy drinks
- Sweets and items deemed unhealthy by the school
- IT equipment other than that issued or approved by Ysgol Melyd 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 or 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.

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 Melyd. However, on occasion 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:

Rationale: To reward those children who have displayed excellent behaviour and allow for more challenging behaviour standards over time.

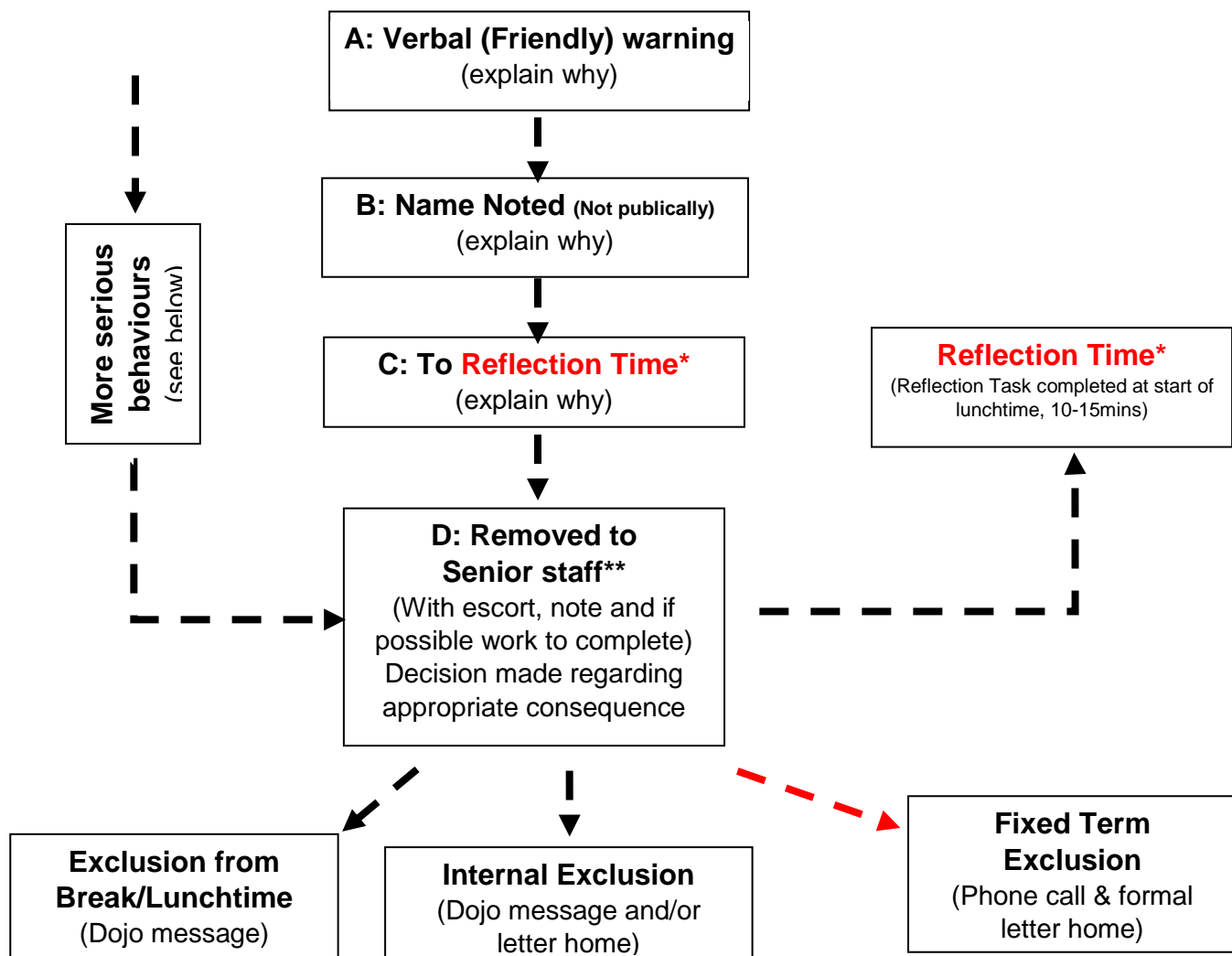
Consequences:

Rationale: To give all children the opportunity to reflect on their behaviour and appreciate the impact their actions can have on both themselves and others. To give children a chance to change their behaviour by giving verbal explanations with any warning. We will involve parents at an appropriate stage to enable us to work in partnership to improve the behaviour of their children.

Reflection time will be at the earliest possible opportunity (usually the next break or lunchtime – depending on the age of the child). On occasion in KS2 the Reflection Task Sheet will be sent home if it is felt that this will support the child in improving their behaviour.

Hierarchy of Behaviour Consequences (KS2)

Rationale: To promote the positive learning behaviour of all pupils in school by implementing a clear and consistent system of rewards and consequences.



- *This should be at the earliest available opportunity. Most likely at the start of the next lunchtime.
- ** Phase Leads in the first instance. Then DJ.
- Persistent poor behaviour and/or repeated instances of the same inappropriate behaviour can lead to fast-tracking to exclusion from break/lunch or internal/fixed-term exclusion
- The above system will usually also be applied outside of lesson time.
- Teachers will make the final decision regarding any referral for Reflection time
- School Leaders will make the final decision regarding any internal or fixed-term exclusion
- The number of referrals to Reflection Time will be monitored by Form teachers
- This will in turn be monitored by Phase Leads
- In very serious cases a child may be permanently excluded from school and/or Police involvement

Unacceptable behaviours (Examples)	More serious unacceptable behaviours (Examples)
<ul style="list-style-type: none"> • Off task • Not following instructions quickly • Distracting others • Poor manners/disrespectful • Lack of cooperation/not working with others • Talking over others/shouting out • Lack of equipment • Lack of homework • Or similar... 	<ul style="list-style-type: none"> • Violence • Swearing/offensive language • Racism/sexism/homophobia or similar • Bullying • Vandalism • Serious disrespect/defiance • Lying to staff • Stealing • Persistent unacceptable behaviour – repeated refection time (x2) in one week • Or similar...

We may hold **Behaviour Focus Weeks** will focus on specific aspects of good behaviour, either in the classroom or around school. During these weeks pupils may be required to attend Reflection time for not achieving the expected standard in the particular behaviour focus (e.g. Being 'off task') with only one warning being given).

Hierarchy of Behaviour Consequences (Foundation Phase)

Foundation Phase will use a similar system (to above) with 2x friendly warnings before the learner moves onto 'YELLOW'.

Repeated unacceptable behaviour would move the learner onto 'RED'. A repeated instance of unacceptable behaviour and the learner will be excluded from the next breaktime.

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>)