

Behaviour and Engagement Policy



YSGOL BRYN HEDYDD

Dream it, achieve it, use the force

Behaviour and Engagement Policy

Ysgol Bryn Hedydd



Name of policy	Behaviour and Engagement Policy
Policy version number	Version 1
Date Policy formally approved by Governing Body	September 2024
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Review Date	September 2026
Signed (head teacher)	G Evans
Signed (chair of governing body)	M Jones

Core Values and Expected Behaviours

At Ysgol Bryn Hedydd, we work together to provide an excellent education while nurturing and caring for our pupils. Our core values are **Courage, Brilliance, and Kindness**, which we demonstrate through the following behaviours:

1. Courage:

- **Resilience:** Bouncing back from challenges and not giving up.
- **Persistence:** Keeping on trying, even when things are tough.
- **Independence:** Trying things on our own and being self-reliant.
- **Positivity:** Maintaining a positive attitude and looking on the bright side.

2. Brilliance:

- **Excellence:** Always trying our best and striving for high standards.
- **Creativity:** Thinking of new ideas and being imaginative.
- **Responsibility:** Taking care of our duties and being accountable for our actions.
- **Participation:** Getting involved and contributing in class and around the school.

3. Kindness:

- **Respect:** Treating others the way we want to be treated and valuing differences.
- **Politeness:** Using good manners and showing courtesy to everyone.
- **Honesty:** Telling the truth and being trustworthy.
- **Good Citizenship:** Helping others, following rules, and making our community a better place.

We plan for and support each child individually, ensuring they receive both challenges and assistance in all areas. This is achievable only through collaboration and clear communication. We aim to involve all parents, families, guardians, and community members, believing that every adult in a child's life makes a significant impact. Together, we can ensure success.

We pride ourselves on a strong partnership between home and school.

By setting high expectations, acting as positive role models and rewarding pupils, we promote positive behaviour.

Aims of the Behavior and Engagement policy:

- Promote positive, healthy relationships with pupils.
- Strengthen cooperation between home, parents, and school staff.
- Develop key behaviours for lifelong learning.
- Enable all pupils to become confident, capable, and independent learners.

- Nurture self-esteem and self-discipline.
- Foster respect for peers, adults, and property.
- Encourage respectful listening and calm communication during disagreements.
- Promote positive behaviour through high expectations, role models, and rewards.
- Teach pupils to take responsibility for their actions and understand consequences.
- Respond to misconduct consistently and fairly.
- Report to Governors on the policy's effectiveness when requested.

Rights and Responsibilities

The following rights and responsibilities apply to all stakeholders to ensure we work together for the best behaviour outcomes and learning access. Adhering to these principles prevents confusion and clarifies our mutual expectations.

Staff	
Rights	Responsibilities
<ul style="list-style-type: none"> • To receive support from peers, SLT, and Denbighshire School Outreach Service. 	<ul style="list-style-type: none"> • Ask for support when needed and offer support to peers and SLT.
<ul style="list-style-type: none"> • To be listened to and share opinions. 	<ul style="list-style-type: none"> • Listen to others and give opinions constructively.
<ul style="list-style-type: none"> • To be treated courteously by everyone in the school community. 	<ul style="list-style-type: none"> • Ensure strong, caring, and healthy relationships with pupils and staff. • Model courteous behaviour and acknowledge positive behaviour in others.
<ul style="list-style-type: none"> • To be fully informed about the school's systems, policies, and expectations. • To be supported in implementing the policy. 	<ul style="list-style-type: none"> • Implement the policy consistently by setting behaviour standards. • Adapt approaches as required and seek information for constructive communication. • Keep records (MyConcern) of all reported serious incidents of unacceptable behaviour.
<ul style="list-style-type: none"> • To receive appropriate training to enhance skills and knowledge in behaviour management. 	<ul style="list-style-type: none"> • Support others in promoting positive behaviour. • Acknowledge and develop personal behaviour management skills. • Try, use, and evaluate new approaches. • Be a positive role model and reward/praise positive behaviours.
<ul style="list-style-type: none"> • To have their health, safety, and welfare looked after by the school. 	<ul style="list-style-type: none"> • Ensure the health, safety, and welfare of all children and staff in the school.
<ul style="list-style-type: none"> • To be supported in meetings with parents when necessary. 	<ul style="list-style-type: none"> • Report to and meet with parents/carers when necessary, informing them about their child's welfare or behaviours.
<ul style="list-style-type: none"> • To follow a consistent policy that ensures the safety and happiness of staff and pupils. 	<ul style="list-style-type: none"> • The Headteacher (or Deputy Headteacher in their absence) is responsible for managing exclusions, both fixed-term and permanent.

Parents	
Rights	Responsibilities
<ul style="list-style-type: none"> To be treated with respect. 	<ul style="list-style-type: none"> Behave respectfully towards others and set good examples, both in person and online. Speak to staff respectfully, trusting their professional judgement and decision-making.
<ul style="list-style-type: none"> To be kept informed about their child's progress. 	<ul style="list-style-type: none"> Address issues during school hours and avoid using platforms like SeeSaw for urgent matters. Use online sharing platforms such as SeeSaw respectfully and appropriately. Discuss school activities with their child and offer support. Ensure their child attends school regularly. Ensure their child is ready to learn, having had enough food and sleep.
<ul style="list-style-type: none"> To be listened to. 	<ul style="list-style-type: none"> Talk constructively to staff if they have any concerns.
<ul style="list-style-type: none"> To have access to information on the school's procedures for positive behaviour. 	<ul style="list-style-type: none"> Listen to others and work with the school to ensure the best outcomes for all.
<ul style="list-style-type: none"> To have concerns taken seriously. 	<ul style="list-style-type: none"> Share concerns through the correct channels and allow reasonable time for staff to respond.

Pupils	
Rights	Responsibilities
<ul style="list-style-type: none"> To be safe and treated with respect. 	<ul style="list-style-type: none"> Behave respectfully towards others. Behave in a way that keeps themselves and others safe and happy.
<ul style="list-style-type: none"> To learn and be offered a curriculum that engages and challenges appropriately, 	<ul style="list-style-type: none"> Be willing to learn, allow others to learn, and attend school regularly.
<ul style="list-style-type: none"> To make mistakes. 	<ul style="list-style-type: none"> Own mistakes and learn from them, allowing others to do the same.
<ul style="list-style-type: none"> To be listened to. 	<ul style="list-style-type: none"> Give opinions constructively and listen to others.
<ul style="list-style-type: none"> To be given opportunities to develop interpersonal and social skills. 	<ul style="list-style-type: none"> Listen to others, learn and work cooperatively, and resolve disputes positively with guidance. Not to use mobile phones or smart watches, which disrupts their learning and social interactions
<ul style="list-style-type: none"> To be in a positive learning environment and feel confident about their learning. 	<ul style="list-style-type: none"> Value and take responsibility for their environment.
<ul style="list-style-type: none"> To have positive role models that show respect, truth, and fairness. 	<ul style="list-style-type: none"> Be aware of their emotions and actions, take responsibility, self-regulate when necessary, and be positive role models for others.
<ul style="list-style-type: none"> To understand their rights and responsibilities as citizens. 	<ul style="list-style-type: none"> Act upon the examples shown and work towards shared goals

Roles and Responsibilities of the Governing Body

- Support the school in implementing the behaviour policy.
- Inform the Headteacher of any behaviour issues that need attention.
- Review and evaluate the effectiveness of the behaviour policy regularly.
- Ensure the policy aligns with the school's overall goals and objectives.
- Engage with parents and the community to gather feedback on the policy's effectiveness.
- Monitor the school's adherence to the policy and address any inconsistencies.
- Ensure the policy promotes a safe and positive learning environment for all pupils and staff.

Responsibilities and Procedures for Ensuring Positive Behaviour

- **Trust in Professional Judgment:** Parents and carers trust staff to make sound decisions regarding pupil behaviour.
- **Collective Responsibility:** Everyone plays a role in fostering appropriate behaviour and attitudes among pupils.
- **Supervision during Break/Lunch:** Ensuring that playtime is adequately supervised wearing high-vis jackets, maintaining appropriate ratios of staff to pupils and spreading across different zones of the playground to maximise visibility.
- **Toilet Visits:** Encouraging pupils to use the toilets before morning and lunch breaks to minimize disruptions during class time.
- **Restricted Access during Lessons:** Children are not permitted to roam unsupervised during lessons, ensuring a safe learning environment.
- **Disciplinary Measures:** The Headteacher, or Deputy Headteacher, has authority over disciplinary actions, including fixed-term and permanent exclusions, following established procedures involving school governors and the Local Authority.
- **Warm Greetings and Supervision:** Staff greet pupils warmly as they enter classrooms or school gates, providing necessary supervision and support.
- **Prompt Attendance:** Being on time for duty ensures smooth transitions and reduces instances of misconduct.
- **Record-Keeping:** Promptly document any misconduct incidents on MyConcern and communicate with the appropriate parties, including class teachers and parents, as necessary.
- **Mobile Phones and Smart Watches:** Pupils are not permitted to use mobile phones or connected smart watches during school hours. If brought to school, they must be turned off and handed to the class teacher, who will lock them away until the end of the day. Failure to comply with this rule will result in confiscation and parents will be called to come and collect. Repeated offences may lead to a ban (*please note, school will take no responsibility for loss or damage of electronic devices*).

Promoting Positive Behaviour: Expectations, Rewards, and Communication

1. Pupil Voice and Behaviour Expectations

At the start of each school year, and as needed, pupils and teachers collaboratively establish behaviour expectations for different areas of the school. Members of the School Council create posters to display these expectations throughout the school (page xxx)

2. Reward and Discipline Process

The aim of our reward system is to foster positive behaviour by emphasizing praise and feedback. Regular discussions with staff ensure the system remains effective and adaptable.

3. Rewarding Positive Behaviour

We prioritise positive aspects to encourage good behaviour. Our House Points system reinforces values such *courage, brilliance and kindness*. Classes set targets each term, and reaching them earns rewards like non-uniform days or class parties.

4. Star of the Week

Each week, a pupil is selected for the Seren Wych yr Wythnos certificate, recognising attributes such as respect, hard work, and kindness. This achievement is celebrated in the celebration assembly.

5. Positive Communication

Teachers may send Neges Neis certificates home to acknowledge commendable behaviour or achievements. Pupils receiving three or more certificates are invited to a special treat with the headteacher/deputy headteacher, or a special phone call home.

6. Stickers and Recognition

Staff sometimes use stickers to praise pupils for their efforts and achievements. Pupils can also showcase their work to the Senior Leadership Team, potentially earning a spot on the 'Wonder Wall' and a positive phone call home.

Recording Incidents

All school staff are required to promptly log behaviour concerns on MyConcern or apply appropriate sanctions when witnessing inappropriate behaviour. My Concern ensures a secure record for each pupil and is accessible to all staff.

Behaviour Management Protocol

When a child displays inappropriate behaviour, staff follow a structured system to address behaviour concerns. Depending on the severity of the behaviour, pupils may progress through the card system or receive immediate sanctions with a red or yellow card.

	Staff action	Consequence
Verbal Warning	<ul style="list-style-type: none">Verbal warnings should be communicated to the class teacher for monitoring purposes.	
Yellow Card	<ul style="list-style-type: none">Log on MyConcern.No need to inform parents.	<ul style="list-style-type: none">Pupils miss 'golden time' that week
Red Card (or 2 yellow cards in a half-term)	<ul style="list-style-type: none">Log on MyConcern.Teacher to inform parents.Refer to Team Leader.Pupil to complete a behaviour reflection sheet.	<ul style="list-style-type: none">Pupils miss 'golden time' that weekComplete behaviour reflection sheetSent to speak with Team LeaderMiss out on the end of half-term reward/activity
Continued misbehaviour	<ul style="list-style-type: none">Log on MyConcern.Child sent to speak to HT/DHT	<ul style="list-style-type: none">Meet with parents/Behaviour Support Plan
Severe misconduct	For serious misconduct and misbehaviour, the school may impose a temporary exclusion, or as a last resort, be permanently excluded from the school.	

Effective Communication Strategies for Addressing Children's Behaviour

- Positive Framing:** Always frame your instructions positively. Instead of saying "Don't run," say "Please walk." This encourages compliance in a constructive manner.
- Precise Praise:** Offer specific and sincere praise for positive behaviour. Highlight exactly what the child did well, such as "I really liked how you waited your turn to speak."

- **Do It Again:** If a task or behaviour isn't done correctly, ask the child to try again. This approach reinforces high standards and provides an opportunity to succeed without feeling punished.
- **No Opt Out:** Ensure participation by gently guiding the child towards the right answer or behaviour. If they struggle, provide hints or a model response, and then have them try again.

Calm Presence: Maintain a calm and composed demeanour, especially during escalations. Your calmness helps to soothe the child and sets a model for how to handle stress.

Top Tips for De-escalating Behaviour and Building Relationships Using the PACE Method

Playfulness: Use a light-hearted and warm tone to engage the child, making the interaction feel safe. Incorporate humour when appropriate to diffuse tension and create a positive atmosphere.

Acceptance: Show acceptance of the child's feelings, even when addressing undesirable behaviour. Acknowledge their emotions without judgment, saying things like, "I can see you're really upset right now."

Curiosity: Express curiosity about the child's perspective. Ask open-ended questions to understand their thoughts and feelings, such as, "Can you tell me more about what happened?"

Empathy: Demonstrate empathy by validating the child's emotions and showing that you understand their experience. Respond with statements like, "It sounds like that was really frustrating for you."

These strategies help to de-escalate challenging behaviours by fostering a supportive and understanding environment, ultimately strengthening the relationship between adult and child.

Behaviour Expectations at Ysgol Bryn Hedydd

At Ysgol Bryn Hedydd, we have three very simple rules to make it easy to remember and easy to follow:

Be Ready, Be Respectful, and Be Safe.

When these rules are not followed, after verbal warnings, staff will follow the behaviour escalation protocol. Below are examples of behaviours that may warrant a Yellow or Red Card and a Behaviour Expectation poster is displayed in every class throughout the school (appendix 1). This list is not exhaustive; other behaviours may also warrant these actions.

Examples of behaviours	
Yellow Card	<ul style="list-style-type: none"> • Disruption – shouting out or stopping others from learning • Inappropriate use of electronics • Repeatedly not following the school-uniform policy • Minor disrespect or mild inappropriate language (e.g., rude comments, talking back) • Off-task behaviour – repeatedly out of seat/not on task • Running around school • Disrespecting the environment both indoors and outdoors.
Red Card	<ul style="list-style-type: none"> • Bullying • Physical aggression – fighting, hitting, and hurting others with intent • Severe disrespect or severe inappropriate language (e.g., threats, swearing at others, spitting) • Vandalism to school property • Theft • Hate speech – any language targeting groups based on race, sexuality, religion, or other protected characteristics • Obscene gestures • Being given 3 yellow cards in a half-term

Referral to Behaviour Resource Base

If a pupil's behaviour becomes ultimately unmanageable and persistently disruptive or dangerous to others, a referral will be made for placement at Stepping Stones/Ysgol Plas Cefndy Behaviour Resource. This placement aims to support the pupil in improving their behaviour.

Staff and Pupil Safety

If a member of staff or pupil is attacked or seriously threatened, or if the behaviour is unmanageable and continually disruptive, the pupil may be excluded for up to 5 days. Serious incidents may lead to an investigation and potential permanent exclusion. Injuries to staff will not be tolerated, and all incidents will be reported to the Local Authority, including Health and Safety investigations.

Bullying and Harrassment

Bullying is defined by the gov.uk website as behaviour that is:

1. Repetitive and persistent
2. Intentionally harmful
3. Involving an imbalance of power
4. Causing feelings of distress, fear, loneliness, or lack of confidence

In cases of racial, physical, or sexual harassment, the incident must be reported to the Headteacher immediately. The Headteacher will take appropriate action and inform outside agencies if necessary.

School Trips

Attendance on school trips is a privilege, not a right. Pupils with consistently unacceptable behaviour before a trip will not be allowed to attend. The school reserves the right to withdraw any pupil from a trip if their behaviour does not align with the school code of conduct or could cause a safeguarding incident.

Supporting Materials and Resources

Appendix 1: School Rules Poster

Our Expectations and School Rules

	Behaviours	Consequence
Yellow Card	<ul style="list-style-type: none"> Disruption – shouting out or stopping others from learning Inappropriate use of electronics Repeatedly not following the school-uniform policy Minor disrespect or mild inappropriate language (e.g., rude comments, talking back) Off-task behaviour – repeatedly out of seat/not on task Running around school Disrespecting the environment both indoors and outdoors. 	<ul style="list-style-type: none"> Pupils miss 'golden time' that week
Red Card	<ul style="list-style-type: none"> Bullying Physical aggression – fighting, hitting, and hurting others with intent Severe disrespect or severe inappropriate language (e.g., threats, swearing at others, spitting) Vandalism to school property Theft Hate speech – any language targeting groups based on race, sexuality, religion, or other protected characteristics Obscene gestures Being given 3 yellow cards in a half-term 	<ul style="list-style-type: none"> Pupils miss 'golden time' that week Complete behaviour reflection sheet Sent to speak with Team Leader Miss out on the end of half-term reward

Ysgol Bryn Hedydd

Courage, Brilliance and Kindness

Appendix 2: Behaviour Expectations Around School

Be Safe, Be Ready, Be Respectful

During Playtime on the Yard and the Field	
Be Safe	<ul style="list-style-type: none"> ✓ Play games without pushing or hurting others. ✓ Use equipment properly and take turns. ✓ Tell an adult if you feel unsafe
Be Ready	<ul style="list-style-type: none"> ✓ Line up quickly and quietly when playtime ends. ✓ Listen for instructions from adults. ✓ Wear appropriate clothing and shoes for outdoor play.
Be Respectful	<ul style="list-style-type: none"> ✓ Share equipment and include everyone in games. ✓ Speak kindly to others and resolve conflicts peacefully. ✓ Help keep the yard and field clean by picking up litter.





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Courage, Brilliance and Kindness

Be Safe, Be Ready, Be Respectful

Whilst in the Hall	
Be Safe	<ul style="list-style-type: none"> ✓ Walk quietly and sit properly in your seat or on the floor. ✓ Keep your hands and feet to yourself. ✓ Follow the instructions of <u>adults</u>.
Be Ready	<ul style="list-style-type: none"> ✓ Listen carefully during assembly and follow along. ✓ Have your lunch items ready and eat neatly. ✓ Clean up your area when finished eating.
Be Respectful	<ul style="list-style-type: none"> ✓ Clap and participate at the right times during assembly. ✓ Use good manners, say "please" and "thank you". ✓ Talk quietly and be polite to everyone.





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Courage, Brilliance and Kindness

Be Safe, Be Ready, Be Respectful

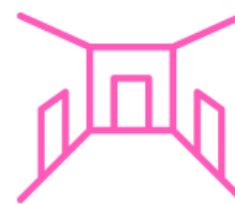
Whilst in the Classroom or Cloakroom	
Be Safe	<ul style="list-style-type: none"> ✓ Sit properly on chairs and keep your space tidy. ✓ Hang up coats and bags neatly in the cloakroom or put away in boxes. ✓ Use classroom materials carefully.
Be Ready	<ul style="list-style-type: none"> ✓ Have your materials ready for lessons. ✓ Listen to the adults and follow instructions quickly. ✓ Be on time and prepared for each lesson.
Be Respectful	<ul style="list-style-type: none"> ✓ Raise your hand to speak and listen when others are talking. ✓ Be kind to classmates and help each other. ✓ Respect the classroom and cloakroom by keeping them clean and tidy.



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Be Safe, Be Ready, Be Respectful

Whilst in the Corridors	
Be Safe	<ul style="list-style-type: none"> ✓ Walk quietly and keep to the left. ✓ Keep hands, feet, and objects to yourself. ✓ Move calmly without running or pushing.
Be Ready	<ul style="list-style-type: none"> ✓ Move promptly to your next class or activity. ✓ Have everything you need before you leave your classroom. ✓ Follow the directions of teachers and staff.
Be Respectful	<ul style="list-style-type: none"> ✓ Use a quiet voice so others can continue their work. ✓ Be polite to everyone you pass. ✓ Keep the corridors clean by not dropping litter.



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Courage, Brilliance and Kindness



Be Safe, Be Ready, Be Respectful

Whilst Using the Toilets	
Be Safe	<ul style="list-style-type: none">✓ Wash your hands with soap and water.✓ Keep the floor dry to prevent slips.✓ Use the facilities properly and respect others' privacy.
Be Ready	<ul style="list-style-type: none">✓ Use the toilet quickly and return to class promptly.✓ Make sure to flush and wash your hands thoroughly.✓ Inform an adult if there is a problem in the toilets.
Be Respectful	<ul style="list-style-type: none">✓ Keep the toilets clean by throwing paper towels in the bin.✓ Wait your turn and be patient.✓ Respect the privacy of others using the facilities.



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Appendix 3: Home-School Agreement

<p>Child's Agreement</p> <p>I will do my best to:</p> <ul style="list-style-type: none">• Always try my best and work hard to learn.• Come to school regularly and arrive on time.• Behave well and be polite and helpful to others.• Follow the school and class rules.• Be polite, friendly and show respect to other children and all adults.• Look after others.• Take responsibility for myself and my actions.• Try to read at home regularly and return my reading diary to school on time.• Bring all the equipment I need every day including my PE kit, book bag and reading books.• Wear the correct school uniform by following the school dress code.• Take good care of the school equipment, school environment and living things. <p>Child's name: _____</p> <p>Child's class: _____ Date: _____</p>	 <p>Ysgol Bryn Hedydd <i>Courage, Brilliance and Kindness</i></p>  <p>Home-School Agreement</p>
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<p>Ysgol Bryn Hedydd's Agreement</p> <p>Ysgol Bryn Hedydd will do its best to:</p> <ul style="list-style-type: none">• Provide a safe, secure and caring learning environment.• Teach and encourage children to do their best at all times and achieve their full potential.• Develop positive values and a caring attitude towards the school community and the environment.• Provide a balanced curriculum of the highest quality and meet the individual needs of every child.• Promote high standards of behaviour to ensure a safe and caring environment.• Keep parents informed about school activities through newsletters, notices, SeeSaw, etc.• Monitor the progress of children and provide advice and guidance to support their work.• Be welcoming and offer opportunities for parents/carers to become involved in the daily life of the school.• Treat children fairly, care for them well and ensure their happiness.• Help your child to develop a sense of responsibility, be considerate of others, and support them to make the right choices.• Encourage good attendance and punctuality.• Invite parents/carers to attend events that celebrate children's success and achievements. <p>Signed _____ Date _____</p>	<p>Parent/Carer's Agreement</p> <p>I/We will do my/our best to:</p> <ul style="list-style-type: none">• Ensure my child attends school regularly, is punctual, properly equipped to learn and provide an explanation if my child is absent.• Support and trust the school to make sure my child maintains good behaviour.• Ensure that my child wears the correct school uniform and brings their PE kit to school when required.• Encourage your child to always do their best.• Ensure that my child is supported with home tasks or reading/times table practice• Make an effort to attend special events, parent workshops and parent meetings to discuss your child's progress.• Support the school in upholding its standards and policies.• Support all staff in their efforts to create a caring community which values children and their rights.• To treat all members of the school community with respect and politeness.• Use platforms such as social media and SeeSaw with respect and appropriately.• Work in partnership with the school. <p>Signed _____ Date _____</p>
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