



# School Readiness for Learning Policy including Physical Intervention Policy Behaviour



## INTRODUCTION

Effective teaching and learning can only take place in a well ordered environment. Promoting positive behaviour requires the commitment of all members of our school community, pupils, parents, governors and staff; it requires a consistency of practice across the school to ensure that pupils know the standard of behaviour that is expected of them and that we create whole school wide positive behaviour strategies. We are keen to create an environment in school where every child has fair play to work, work together, enjoy and reach their full potential. We promote positive behaviour in all aspects of school life.

“Improvement in behaviour will lead to an improvement not only in standards and inclusion but also in the quality of the day to day experiences for pupils and staff within schools”

(DfES 2004)

Our Lead Behaviour Professional with overall responsibility for leading, reviewing and monitoring our School Readiness for Learning Policy is the Head Teacher.

## CONTEXT

Ysgol Gymraeg Mornant is the designated Welsh medium school that attracts pupils from the area between Prestatyn and Holywell – Picton, Pen y Ffordd, Ffynnongroyw, Tan Lan, Tyn y Morfa, Talacre, Trelogan, Gronant, Trelawnyd areas although we do have some pupils from Prestatyn and Meliden. Our school has an increasing role to play in the local community and is used as a base for a number of community groups. We celebrate our growing diversity of language, religions and cultures through our creative curriculum where we regularly explore our similarities and difference. Intervention groups are created to support the needs of the pupils in our classes, such as Nurture, social intervention where targets are planned carefully for the pupils and assessed regularly.

## STATEMENT OF PRINCIPLES

The aims of this School Readiness for Learning Policy are:

- To support effective Teaching and Learning.

- To develop a moral framework within which initiative, responsibility and sound relationships can flourish.
- To enable pupils to develop a sense of self-worth, respect and tolerance for others.
- To produce an environment in which pupils feel safe, secure and respected.
- To make pupils aware that they make choices about their own behaviour and to understand how this impacts on their own and others learning.

## VALUES AND ETHOS

At Ysgol Gymraeg Mornant we believe that children and adults' personal, social, moral, cultural, spiritual and emotional development can be encouraged by a supportive and respectful school ethos:

- We aim to provide an interesting and motivating curriculum delivered through well-paced lessons.
- We consistently model social, emotional and behavioural skills.
- We aim to ensure a safe and secure school environment that is conducive to learning and takes account of pupils, staff and family needs.
- We believe and acknowledge the link between thoughts, feelings and behaviour and how they impact on our ability to learn and retain information.
- We recognise that teaching social, emotional and behavioural skills to children makes a difference to their lifelong learning and attitudes towards life and the world we live in.
- We seek to provide opportunities to practise these skills in real life situations and provide supportive organisational environment where it is safe to try new things and take risks.
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## RIGHTS AND RESPONSIBILITIES

We believe the following Rights and Responsibilities for the school, pupils and parent/carers help to promote and ensure an orderly climate for learning.

### **Rights for everyone: Children and adults in school**

#### **RIGHTS:**

(The numbers in the brackets are the linked articles from the UNCRC (United Nations Convention on the Rights of the Child).

- I have the right to feel welcome in school (6)
- I have the right to an education and learning (28)
- Teachers have the right to teach
- I have the right to feel cared for and listened to if I am being hurt (6)

- I have the right to be treated with respect and to feel safe in school (19)
- I have the right to express myself (12.13)
- I have the right to friendship and play (15)
- I have the right to be able to have help and to learn to be independent (27)

#### **RESPONSIBILITIES:**

- I have the responsibility to be helpful towards others.
- I have the responsibility to listen.
- I have the responsibility to be kind and not to be a bully.
- I have the responsibility to do the right thing.
- I have the responsibility to accept the consequences for my own actions.
- I have the responsibility to make others feel welcome.
- I have the responsibility to express myself without infringing on the rights of others.
- I have the responsibility to help others to believe in themselves.

#### **Rights of Parents:**

- To contribute to the development of the school's Readiness for Learning Policy.
- To expect their children to be safe, secure and respected in school.
- To be kept informed.
- To be listened to.

#### **Parents have the responsibility to:**

- To respect the schools Readiness for Learning Policy and the disciplinary authority of the school.
- To help ensure that their child adheres to the Meddylfryd Mornant
- To send their child to school punctually every day, suitably clothed, fed and rested and collect punctually at the end of the school day.
- To ensure school staff are aware of any additional needs which may result in their child displaying behaviours outside the norm.
- To be prepared to work with the school to support their child's positive behaviour
- To attend meetings with the Head Teacher, or other school staff, if requested, to discuss their child's behaviour.
- To adhere to the terms of any of the Home School Agreement relating to their child's behaviour.
- If their child is excluded from school, to ensure the child is not found unsupervised in a public place during school hours. To attend a reintegration interview with the school at the end of a fixed period of exclusion.

## SCHOOL SYSTEMS FOR PROMOTING POSITIVE BEHAVIOUR AND HEALTH AND WELL-BEING

## EMOTIONAL

### Positive Behaviour for Learning

- Verbal praise using predictable language that is consistent throughout school
- Verbal feedback and recognition received in Friday Service.
- Stickers for pupils if teachers deem it appropriate.

### Emotional Health and Well Being

- Use Meddylfryd Mornant ([Appendix 1](#))  
And the aspirational behaviours developed by the children.
- Use assertive discipline as a whole school approach,
- A range of interventions including calm spaces and self-esteem promotion through Nurture eg Ticw, Lego Therapy and Talkabout.
- 'Spread the Happiness' techniques (shared by Shonette Bason-Wood).

## SCHOOL SYSTEMS FOR HELPING PUPILS MANAGE THEIR BEHAVIOURS

Minimising inappropriate behaviour

We will aspire to 5:1

### The 5:1 rule!

**5 affirmations: 1 sanction**

**5 rewards: 1 consequence**

- 5:1 as a ratio of affirmation: sanction are adopted by all practitioners in school and encouraged when liaising with parents in their methods at home.
- As a whole staff, we use predictable language that is familiar to all the pupils.
- Every class has the following displayed prominently and referred to regularly: Meddylfryd Mornant [Appendix 1](#).
- We run a range of intervention for pupils who require additional support with behaviours for learning. We also seek advice and support from professionals through multi agency planning meetings regularly and continually look for further ways to offer support.
- All our parents and carers are aware of our expectation and consequences for behaviour – positive and negative.
- Expectation of all, based on Meddylfryd Mornant and our school's teaching matrix ([Appendix 2](#)) are established and displayed for all adults' reference.
- **Consequences are also clearly displayed in class with clear steps to follow:**

### **1) Class strategies:**

Reward positive behaviour  
Regular meetings with parents  
Reward chart/ token boards if appropriate  
Individual Education Plan (IEP) if appropriate  
Individual play plan (IPP) if appropriate.

**If a reward chart is still required after 1 term you must move on to behaviour champion.**

### **2) Behaviour champion strategies**

Individual Behaviour Plan (IBP)  
Advice/ referral to behaviour outreach services  
Child mentioned in next ALN planning meeting

**If no improvement following implementation of IBP a consultation will be requested.**

### **3) Outside agencies**

Behaviour outreach can become involved at the request of class teacher.  
Referrals to SALT can be completed by BJ, GCG and KB and signed by BJ/ Parents  
Referrals to OT can be made by BJ.  
Following a consultation, a referral can be made by ASD outreach  
Following a consultation application for support can be made to Inclusion services

### **Sanctions in Class –**

It is important to aim to preserve the positive ethos of the class.

**Step 1** – The class teacher will praise those around the pupil who model good behaviours and talk to the child, referring to Meddylfryd Mornant.

**Step 2-** If the child continues, sanctions might include: sitting alone for a time. If the child continues once moved, they lose a few minutes at the start of a break time.

Misdemeanour will be recorded by the class teacher in their class book.

**Step 3:** For more serious, or persistently disruptive behaviour, a warning system has been developed to support the children in maintaining good behaviour. A yellow card will be given to the child.

Opportunities will be given for the child to redeem themselves by the end of the session. Each new session will be a fresh opportunity for the children to behave well.

**Step 4** : If persistent poor behaviour continues the child is given a red card and will see the head teacher.

The warnings given by staff are recorded.

## RESPONDING TO SEVERE BEHAVIOURS

- Some behaviours may constitute immediate reference to the Head Teacher or a Senior Leader:
  - A blank refusal when adult makes a request
  - Behaviour that is aggressive or has violent intent/ acts including swearing and bullying behaviour
- Verbal abuse
  - Verbal abuse towards peers
  - Verbal abuse towards adults – SLT involved and parents are contacted
- Staff will log incidents as appropriate.
  - Sanctions for serious behaviours requiring immediate action
  - Exclusion from activity within room or beyond judged appropriate
  - Letter or phone call home
  - Parent/ carer invited into school
  - Incident will be logged on the SIMS system
- Reasonable adjustments
  - Use of IBPs
  - Use of IEPs

## PHYSICAL INTERVENTIONS

**We make it our policy NOT TO HOLD CHILDREN WHO ARE PHYSICALLY CHALLENGING. First step is to clear area and remove all other pupils from the particular area.**

Teaching staff may have to use restraint (Team Teach) to prevent a child from:

- Potentially hurting themselves or another person
- Damaging property
- Disrupting the good order of the school

However, should this occur parents will be immediately invited into school to discuss the implementation of an IRS (Individual Reactive Strategy) that the parent will agree to and sign. If a child's physically challenging behaviour is linked to his/her additional learning need then an IRS will be drawn up on each transition through school.

## RIGHTS TO SEARCH AND CONFISCATE

The Head Teacher will have the right to search for and all staff will have the right to confiscate unsuitable materials and equipment in school.

## MONITORING AND REVIEW

This policy will be monitored and reviewed on a regular basis as a shared responsibility of all stake holders and led by the staff. Monitoring will ensure that the policy is being effectively and consistently implemented throughout the school. Review will ensure that the policy is effective, reflects practice in the school and allows for any necessary changes to the policy to improve practice and reflect changes to national policy and legal requirements.

#### **PROCEDURES FOR ASSESSMENT, RECORDING AND REPORTING**

- Reporting to parents through parents/carers meetings (Open day in the Autumn term, formal meeting in the Spring to discuss targets, opportunity to discuss reports in the Summer term) and mid-year and end of year reports to address targets and next steps.
- Boxall Assessment Data as implemented in Nurture sessions for those on school action and school action+.
- One page profiles to be implemented throughout the school.

#### **LINKS WITH OTHER POLICIES**

- Healthy schools
- ALN Policy
- Anti-Bullying/ Respecting Others
- Attendance policy
- Ysgol Gymraeg Mornant Strategic Equality Plan

#### **DISSEMINATION**

This policy will be shared with all stakeholders and the opportunity for feedback will be given.

#### **REVIEW**

It is the shared responsibility of all stakeholders to review the effectiveness of the policy and to make recommendations as to how the policy might be improved and further implemented.

**Implemented by the staff on**

**Accepted by the full Governing Body on**

Signed:

Signed.:

Date:

Appendix 1 Meddylfryd Mornant

Appendix 2 Behaviour Matrix based on Meddylfryd Mornant and child developed.

## Appendix 1

### Meddylfryd Mornant

Dwylo sy'n helpu

Geiriau Caredig/Kind words

Gwranddo'n astud/Listen carefully

Parchu pawb/Respect everyone

Gwneud ein gorau glas/Do your very best

Siaradwch yn Gymraeg/Speak Welsh



## Appendix 2

Ysgol Gymraeg Mormant	yn yr ystafell ddosbarth	Symud o gwmpas yr ysgol	Amser chwarae	Gweithio'n annibynnol	Amser clinio - yn y neuadd ac yn yr ystafell ddosbarth	Yn y neuadd o.e.gwasanaeth, ymwelwyr
<b>dwyllo sy'n helpu</b>	<ul style="list-style-type: none"> <li>Cadw'ch dwyllo a'ch traed i chi'ch hun</li> <li>Rhannu adnoddau <ul style="list-style-type: none"> <li>Helpu</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Dwyllo y tu ôl i'ch cefn <ul style="list-style-type: none"> <li>Dalwch y drws</li> </ul> </li> <li>Parchwch eich amgylch (codwch gotiau, papur, peidiwch â chyffwrdd arddangosiadau)</li> </ul>	<ul style="list-style-type: none"> <li>Rhannu offer chwarae</li> <li>Helpu'ch ffrind (os yw'n syrthio, cau ei sipiau, cau ei gareiau) <ul style="list-style-type: none"> <li>Cymryd tro</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Rhannu adnoddau</li> <li>Defnyddio offer yn gywir</li> </ul>	<ul style="list-style-type: none"> <li>Gwrtesii bwrdd</li> </ul>	<ul style="list-style-type: none"> <li>Cadw'ch dwyllo a'ch traed i chi'ch hun</li> </ul>
<b>Geiriau caredig</b>	<ul style="list-style-type: none"> <li>I gyfarch eich ffrindiau a'ch staff</li> <li>Canmolwch eich gilydd</li> <li>Lleisiau ddistaw tu fewn</li> <li>Byddwch yn gwrtais</li> </ul>	<ul style="list-style-type: none"> <li>Cyfarch staff, ffrindiau ac ymwelwyr</li> <li>Lleisiau ddistaw tu fewn</li> </ul>	<ul style="list-style-type: none"> <li>Gofyn i ffrindiau ymuno â'ch gêm</li> <li>Datrys problemau trwy siarad â'ch ffrindiau</li> <li>Rholi gwybod am ymddygiad da.</li> </ul>	<ul style="list-style-type: none"> <li>Canmolwch waith / creudi-gaethau eich ffrindiau</li> <li>Lleisiau ddistaw tu fewn.</li> <li>Gofynnwch gwestiynau i'w gilydd</li> <li>Datrys problemau ar eich pen eich hun</li> <li>Rholi gwybod am ymddygiad da.</li> </ul>	<ul style="list-style-type: none"> <li>Byddwch yn gwrtais <ul style="list-style-type: none"> <li>Llaisiau tu fewn</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Byddwch yn gwrtais</li> <li>Atebwch cwestiynau yn addas.</li> </ul>
<b>Gwrando'n astud</b>	<ul style="list-style-type: none"> <li>Llygaid fel magnet</li> <li>Cadw dwyllo, traed a chorff yn llonydd</li> <li>Partneriad Siarad</li> </ul>	<ul style="list-style-type: none"> <li>Dilyn cyfarwyddiadau</li> </ul>	<ul style="list-style-type: none"> <li>dilyn cyfarwyddiadau</li> <li>Gwrandewch i'ch ffrindiau</li> </ul>	<ul style="list-style-type: none"> <li>dilyn cyfarwyddiadau</li> <li>Ymateb i'ch ffrindiau</li> </ul>	<ul style="list-style-type: none"> <li>dilyn cyfarwyddiadau</li> </ul>	<ul style="list-style-type: none"> <li>Gwrandewch ar yr oedolyn sy'n arwain</li> <li>dilyn cyfarwyddiadau</li> </ul>
<b>Parchu pawb</b>	<ul style="list-style-type: none"> <li>Caniatáu i'ch ffrindiau weithio</li> <li>Edrychwch a gwrandewch yn dda</li> <li>Gadael ardal yn dachus i'ch ffrindiau sy'n dil</li> </ul>	<ul style="list-style-type: none"> <li>Cerddwch o gwmpas yr ysgol.</li> </ul>	<ul style="list-style-type: none"> <li>Cerddwch i'r ysgol yn dawel</li> <li>Hongian eich dillad yn ofalus</li> <li>Cael popeth yn barod ar gyfer gwaith yn y dosbarth</li> </ul>	<ul style="list-style-type: none"> <li>Canmol eich ffrindiau</li> <li>Helpu eich ffrindiau gyda her</li> </ul>	<ul style="list-style-type: none"> <li>Byddwch yn gwrtais</li> </ul>	<ul style="list-style-type: none"> <li>Edrychwch ar yr oedolyn sy'n arwain</li> <li>Dathlu gwobrau ein ffrindiau <ul style="list-style-type: none"> <li>Gwênwch a chydabyddwch ymwelwyr</li> </ul> </li> </ul>
<b>Gwneud ein gorau glas</b>	<ul style="list-style-type: none"> <li>Parhau i weithio ar her sy'n anodd</li> <li>Mynd at dasg gyda meddylfryd twf</li> <li>Dal ymlaen ar y dasg</li> </ul>	<ul style="list-style-type: none"> <li>Cerddwch yn smart o gwmpas yr ysgol</li> <li>Byddwch yn gwrtais</li> <li>Bod yn fodel rôl da</li> </ul>	<ul style="list-style-type: none"> <li>Dilynwch reolau buarth</li> <li>Annog gemau chwarae</li> </ul>	<ul style="list-style-type: none"> <li>Datrys problemau'n annibynnol</li> <li>Gweithio gyda ffrind</li> <li>Darllen gartref</li> </ul>	<ul style="list-style-type: none"> <li>Defnyddio'ch cyllili a ffyrn yn gywir</li> <li>Byddwch yn gwrtais</li> </ul>	<ul style="list-style-type: none"> <li>Byddwch yn gwrtais</li> <li>Cymryd rhan</li> </ul>