

Ysgol Caban Aur

Promoting Good Behaviour Policy



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1. Introduction

1.1 This Good Behaviour Policy outlines the expectations and standards of conduct for all learners at Ysgol Caban Aur. The aim is to foster a positive and supportive learning environment where students can thrive academically, socially, and emotionally.

2. Core Values

2.1 Our school is committed to the following core values:

- i) Respect: Treating others with dignity and consideration.
- ii) Responsibility: Taking ownership of one's actions and behaviour.
- iii) Integrity: Adhering to ethical principles and being honest.
- iv) Compassion: Showing empathy and understanding towards others.
- v) Curiosity: Seeking knowledge and exploring new ideas.

3. Expectations

3.1 Respect for Others:

- i) Treat all individuals, including staff, learners, and visitors, with respect and courtesy.
- ii) Avoid bullying, harassment, and discrimination of any kind.
- iii) Use appropriate language and behaviour at all times.

3.2 Academic Integrity:

- I) Complete all assignments independently and honestly.
- ii) Avoid cheating, plagiarism, and other forms of academic dishonesty.
- iii) Follow guidelines for using technology and resources responsibly.

3.3 School Rules:

- i) Adhere to all school rules and policies. In addition to following the Class Charter, appended to this document – subject to amendments as and when required.
- ii) Follow dress code guidelines.
- iii) Arrive on time for classes and appointments.

3.4 Safety and Security:

- i) Follow safety procedures and protocols.
- ii) Report any safety concerns or incidents to staff immediately.
- iii) Respect school property and avoid vandalism.

4 Positive Reinforcement

4.1 Rewards and Recognition:

- i) Celebrate achievements and positive behaviour through points awarded for their conduct and development in lessons and public recognition. i.e lunchtime celebrations of learners' successes.
- ii) Offer praise and encouragement regularly.

4.2 Positive Behavioural Interventions and Supports (PBIS):

- i) Implement PBIS strategies to promote positive behaviour and prevent negative incidents.
- ii) Teach students social-emotional skills, such as problem-solving, conflict resolution, and self-regulation.
- iii) Provide individualised support for students who may need additional assistance.

5 Consequences for Misbehaviour

5.1 Progressive Discipline:

- i) Use a progressive discipline approach that involves increasingly serious consequences for repeated offenses.
- ii) Consider the severity of the offense and the student's prior behaviour when determining appropriate consequences.
- iii) Involve care givers in the disciplinary process as needed.

5.2 Restorative Justice:

- i) Explore restorative justice practices to address conflicts and harm in a way that focuses on repairing relationships and building community.
- ii) Encourage students to take responsibility for their actions and make amends.

6 Examples of Best Practice

6.1 Positive School Climate: Create a positive and supportive school climate where students feel safe, respected, and engaged.

6.2 Clear Expectations: Communicate expectations clearly and consistently to all students. This will be through many forms including Class Charter

6.3 Positive Reinforcement: Focus on positive reinforcement to encourage desired behaviours.

6.4 Restorative Justice: Implement restorative justice practices to address conflicts and harm in a constructive way.

6.5 Care-Giver Involvement: Involve care givers in the disciplinary process and support their child's academic and behavioural success.

6.6 Professional Development: Provide professional development opportunities for staff to enhance their skills in behaviour management.

7. Conclusion

7.1 By adhering to this Good Behaviour Policy, we aim to create a positive and supportive learning environment where all students can thrive.

Appendix A : YCA Class Charter

YCA Class Charter

In YCA, we want it to be a fair, interesting and engaging place.

So we promise to...

- Listen to each other.
- Not to have our mobile phones with us during the school day.
- Try our best.
- Celebrate our successes.
- Learn from our mistakes.
- Use school equipment appropriately.
- Respect all others in YCA.
- Not to smoke/vape on school grounds.

Signed by...

Appendix B : Conduct & Development

Name:	/	Day:	Date:	<u>Conduct & Development</u>					
CONDUCT statements: 1 point for each statement achieved (these are 'stand-alone' statements).					Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
a	I was suitably wearing the correct uniform, and ready for the start of the lesson - <i>the bell is a notification of the transitions of a school day.</i>								
b	I was present for, and engaged in the full lesson. I finished the lesson when dismissed by the teacher - <i>the bell is a notification of the transitions of a school day.</i>								
c	I independently got what I needed ready for the start of the lesson.								
d	I left the classroom how I found it.								
e	I had an appropriate attitude to learning.								
Total 'CONDUCT' points out of 5									
Time lesson began									
Time lesson finished									
DEVELOPMENT statements: 1 point for each statement achieved (these are 'stand-alone' statements).									
a	I made an effort to figure out problems myself before asking the teacher.								
b	I did the activities set for me with care and due diligence.								
c	I was able to connect present learning with past knowledge.								
d	I expressed my own opinions on relevant topics.								
e	I showed evidence of critical thinking.								
Total 'Development' points out of 5									
Total Points each lesson out of 10									
Subject									

Remember : Goal Rewards are given at the end of each term. One Reward. Rolling Subject basis. Target score of 85% (minimum)

Lesson 1: comments	Lesson 2: comments	Lesson 3: comments	Lesson 4: comments	Lesson 5: comments
Staff Initials:				