

Behaviour and Discipline Policy



Ysgol 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 - Linked to Article 3 and 12 (CRC)

Behaviour and Discipline Policy

Aims and expectations

The primary aim at our school is to ensure that every member of the school community feels safe, valued and respected, and that each person is treated fairly and equally. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. It aims to support pupils in becoming healthy, confident individuals. Promoting good behaviour is the responsibility of all staff.

There is a clear emphasis at our school on PRAISE and REWARD.

The school has a number of school rules. This is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Teachers have the right to teach, and pupils have the right to learn in a classroom free from disruptive behaviour – a classroom that both reflects teachers' own behavioural expectations and creates an atmosphere in which pupil self-esteem can flourish.

'Official' School Rules

1. Be proud of your school
2. Speak Welsh at every opportunity
3. Be a good friend
4. Be polite
5. Be careful and responsible
6. Show respect at all times

General Rules for the School

1. Bullying and racism are always unacceptable behaviour. Fortunately, most pupils at our school show a caring, responsible attitude.
2. Children are expected to be polite and helpful at all times. Dangerous and irresponsible behaviour, violent behaviour and swearing and bad language are not acceptable.

3. Children are expected to walk around the school and make way or hold doors open for other children and adults.
4. To keep the school as “Eco friendly “as possible. Litter is to be placed in the containers provided around the school. We recycle paper, cardboard , plastic and milk cartons. We switch off electricity when it is not needed, compost bio-degradable materials, close doors and turn off taps after use.
5. Children must not bring toys or games (including balls) to school, except with special permission, e.g. as part of a class project. For those who disregard this rule, and whose belongings disappear or are broken, the school will not be held responsible.
6. Chewing gum, sweets and lollipops are not allowed in school.
7. Children should not be in the school buildings before school starts at 8.40am (other than those who attend breakfast club), after school is finished (other than those who attend after school clubs) or during playtimes, except with special permission.
8. Children are expected to arrive dressed in clothing and footwear for P.E and Games. Jewellery is not allowed to be worn except for small stud earrings.
9. If a child is absent or expected to be absent, an explanation is required from parents, written or verbal. Children are not allowed to leave the school premises unaccompanied during the school session, unless parents request this in writing – this includes the lunch period.
10. Unbreakable containers for drinks should be brought. Glass bottles are not allowed. Fizzy drinks are not permitted.

Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- teachers award children with J2Stars points/stickers.
- Every Friday we hold an “Awards Assembly” where children in each class are rewarded for their efforts. We distribute certificates for good work, Use of Welsh language.
- Lunch time supervisors also can rewards using stickers and rewarding using class dojo points.

The school employs a visible behaviour system with J2Stars and create clear class rules. Appropriate sanctions are used to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. If a child is disruptive in class, the child could lose points. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Restorative Practice

Ysgol Y Llogyn Fach implements restorative approaches, also known as Restorative Practice, to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. Restorative approaches have been found very effective in improving behaviour and learning in primary school settings where implemented as a whole school approach. Using a restorative approach to behaviour management has helped cut down on the number of incidents of poor behaviour.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

If a child threatens, hurts or bullies another pupil, the class teacher will implement our restorative practice strategies with both parties.

If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules and school aims with each class. In addition to the school rules each teacher uses various strategies and tactics to encourage positive behaviour and attitude within their own classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of inappropriate behaviour, the class teacher discusses these with the whole class at the earliest convenient time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (see anti-bullying policy)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, or a member of staff. The actions that we take are in line with government/local authority guidelines on the restraint of children.

In more serious cases of misbehaviour, parents are expected to be involved in discussions and participate in the agreements, contracts and behaviour plans concerning future conduct of their children. This would also include the implementation of severe sanctions including instances whereby it proves necessary to suspend / exclude children from school.

To address important learning for the social curriculum, the pupils should be regularly reminded by teachers exactly what is meant / expected by these terms. The pupils themselves helped to identify the misbehaviours as follows:

1. **FIGHTING** – any physical abuse, identified collectively as
HANDS / ARMS – slapping, hitting, punching, pinching, scrambling, pushing, poking, pulling-hair, elbowing, swinging others around, picking others up and dropping.
FEET / LEGS – kicking, tripping, kneeling, stamping, treading on toes.

MOUTHS – biting, spitting, kissing.

OTHER – barging, bumping, thumping.
2. **VERBAL ABUSE** – the disrespect of any pupil or adult, through the use of unkind taunts. Swearing is treated as an issue for particularly strong sanction.

1 and 2 should also be disallowed in the context of play. Particular play activities such as *mob* and *British Bulldog* are not allowed on the playground. Pupils are asked to report problems or concerns such as abuse and bullying to **any** supervising adult.

3. **DISRESPECT FOR PROPERTY** – the hiding or damage to other pupil's property such as hiding coats, throwing coats or bags down the toilet, kicking a ball deliberately onto the road, will not be tolerated. The same applies to the school building and environment, such as the kicking of doors, tearing of work on display, stealing or interfering with food in other pupil's lunch boxes, pencil cases e.t.c. The tampering of fire alarms and firefighting equipment is to be treated seriously and sanctioned accordingly.
4. **TRESPASS INTO AN UNAUTHORISED AREA** – the safety and security of each child in our care is of paramount importance. The return to **classrooms** without permission or supervision is absolutely forbidden. No pupil is to be left in a classroom without supervision. Pupils who are ill may be allowed to sit in the main foyer. Only pupils who have specific permission will be allowed to stay in this area.
5. **LEAVING THE SCHOOL PREMISES** – pupils who leave school, without consent or knowledge are putting themselves at unacceptable risk. Pupils who may experience problems during playtimes or dinner times must report their difficulties to the supervising adults on duty, who must take the problems seriously. Pupils concerns will if necessary be followed up by other teachers, or if seriously enough by the Headteacher. Pupils at no time, during the day, leave the site without permission, to go home to parents, relatives, friends, neighbours etc. Pupils who leave the school without authorisation for whatever reasons will always be sanctioned accordingly. Parents and police will be called as the child is a missing person.

Pupils who refuse or choose not to comply with our expectations of them must expect the school to take action against their inappropriate behaviour. We prefer to express our sanctions as consequences. In this way pupils are made to understand that consequences are about choice. A pupil can, therefore, choose or not choose a consequence.

Consequences are **chosen** only if a pupil **chooses** to break the school rules and involve themselves in inappropriate and unacceptable actions and behaviour.

Involving pupils in supporting behaviour

The school operates a Buddy scheme at break times to support younger pupils on the yard. Pupils and staff on duty feedback to staff on issues that arise on the yard. These issues are then addressed by the head teacher and School Council. The school also has a 'buddy' bench on the yard.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom strategies consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves in class, the class teacher will record this on the points chart and pupil notes. Continuous misbehaving will result in children losing a part, or all, of their breaktime. If however, the misbehaviour continues the headteacher will be informed. The headteacher will then decide, on a case by case basis, an appropriate sanction for that child, which will usually involve contacting the child's parents. Should the misbehaviour continue, the child's parents will be invited into school to discuss the issue.

The school firmly believes that each day represents a fresh start for all children.

Where a child's behaviour continues to prove challenging over a period of time, the class teacher, through the ALNCo, liaises with external agencies to support and guide the progress of that child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the continued misbehaviour or welfare of a child.

The role of the headteacher

It is the responsibility of the Head teacher to implement the positive behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions follow County/Welsh Government guidelines.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We refer to school rules and aims in the Home School Agreement and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (see complaints policy)

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school positive 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.

Fixed-term and permanent exclusions

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA 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 head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider 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

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Equal Opportunity and Disability

As part of our overarching aim for pupils to fulfil their full potential across the curriculum we will endeavour to ensure that all children are given the necessary support to access learning in this area in line with our equal opportunity and disability scheme.

Mabwysiadu'r Polisi
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Dyddiad cadarnhau a chymeradwyo gan y Corff Llywodraethu llawn:
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