

Clydach Primary School Ysgol Gynradd Clydach



Behaviour/ Discipline Policy Polisi am Ddisgyblaeth

2019-20

Date Agreed: _____

Head teacher: _____

Chair of governors: _____

Clydach Primary School

Behaviour and discipline policy



Introduction

This policy outlines provision for dealing with behaviour and discipline in school.

The school policy for this provision reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff discussion and has the agreement of the Governing Body and all staff.

The implementation of the policy is the responsibility of all the teaching staff assisted by the associate staff.

Philosophy

We believe every member of the school community should feel valued and respected and each person should be treated fairly and well. We aim to be a caring community whose values are built on mutual trust and respect for all. The school behaviour policy is, therefore, designed to encourage all members of the school to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Aims and Expectations

Clydach Primary School has a number of school rules called "Golden Rules". They are:-

- ❖ We are kind and helpful – we do not hurt the feelings of others
- ❖ We are gentle – we do not hurt anybody
- ❖ We are honest – we do not cover up the truth
- ❖ We listen to people – we do not interrupt
- ❖ We look after property – we do not waste or damage things
- ❖ We work hard – we do not waste our own or other people's time

These rules are displayed prominently around the school. Each year pupils are expected to sign a contract agreeing to abide by the rules.

The primary aim of the behaviour policy is a means of promoting good relationships, so that children and staff 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 aim to treat all children fairly and apply this behaviour policy in a consistent way.
- ❖ This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

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

Rewards

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

- teachers and associate staff praise children whenever possible
- stickers are used to praise pupils when appropriate
- teachers give children rewards for good work and effort, good behaviour, showing responsibility, wearing school uniform and reading regularly at home
- Year 6 pupils will become monitors, House Captains, team captains etc. and be expected to set an example of good behaviour to younger pupils.
- Pupils can choose golden time activities for good behaviour

Consequences - Dealing with inappropriate behaviour

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately in each individual situation.

There are clear consequences for breaking these rules and these rules have been drawn up with the pupils:

Our school mascot the swan is used to monitor behaviour. Pupils come into school green. Any poor behaviour could result in moving from green onto amber or even red resulting in losing part of Golden time. Pupils have the opportunity to redeem themselves and move back to green with good behaviour.

Pupils who demonstrate excellent behaviour may move on to the golden swan and his/her name placed in a lucky draw, with the chance of winning a prize during praise assembly. Pupils who miss golden time will take part in restorative practice activities with the HT.

Sanctions

Incidents of Poor Behaviour outside the school premises

The school reserves the right to punish any pupils whose behaviour outside school impacts on the school e.g. an argument or incident which continues in school. It also reserves the right to deal with any pupils for poor behaviour which reflects negatively on the school e.g. while wearing school uniform, walking home, on the school bus

Bullying

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. It is, however, often difficult to confirm that such an act has taken place. 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.**

The Use of Force to Control or Restrain Pupils

All members of staff are aware of the regulations regarding the use of force. Staff only intervene physically to restrain children in order to prevent injury to a child or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

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 code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. The class teacher will follow the stepwise approach. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education welfare officer, the educational psychologist or LEA behaviour support service.

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 behaviour or welfare of a child.

The role of the learning support assistant

It is the responsibility of the learning support assistant to support the head teacher and teacher in implementing the school behaviour policy. When working minor infringements can be dealt with by the TA but other incidences of poor behaviour should be reported to the teacher (if unseen by the teacher) so that the teacher can deal with and record the incident. When working with pupils outside the classroom then the TA should enforce school rules and ensure the pupils behave in a responsible manner and report any difficulties back to the class teacher.

The LSAs in our school also have high expectations of the children in terms of behaviour and should expect the same respect from pupils that is given to teachers. The TA will treat each child fairly, with respect and understanding and in a calm, non confrontational manner.

The LSA may be asked to contribute to IEPs. The TA may be asked to contribute information about a child or children when the class teacher liaises with external agencies to support and guide the progress of each child. The TA may also be asked to contribute to review meetings.

The role of the head teacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school 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 exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

If the child's behaviour regularly causes problems then the parents will be informed and will be invited to support the school in improving the behaviour. An action plan will be drawn up in consultation with the parents.

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. 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 a child repeatedly refuses to comply with a request the parent may be asked to collect the child from school. We would expect a parent's support in this.

If parents have any concern about the way that their child has been treated, they should initially contact the head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint process can be implemented.

Any referral for additional support will only be made with the parent's consent.

Parents may be asked to complete a daily home school contact book to monitor inappropriate behaviour.

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 head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and Permanent Exclusions

If a child's behaviour shows no improvement after all available options to the school have been used and all other procedures followed, then a child will be excluded for a fixed term. A child will also receive fixed term exclusion if the incident in the opinion of the Head teacher is serious enough for the child to be immediately excluded without prior strategies being employed. Examples of this include physical violence to a member of staff or pupil or extensive vandalism to school property

If a child's behaviour constantly causes problems at lunchtime then the head teacher may exclude the child for the lunchtime period.

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. Parents will also receive a letter. 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 LEA 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 head teacher must comply with this ruling.

Monitoring and Recording

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

School keep a record of playground incidents and any incidents deemed concerning. The school has, therefore, a comprehensive picture of a child's behaviour.

The school keeps record of all incidents of inappropriate behaviour. Any action plans given to pupils will be kept as a record. A child may be given an Individual Education Plan which will record steps taken to improve behaviour. A child exhibiting ongoing, problematic behaviour may have external support and a Pastoral Support Plan.

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.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

September 2019. Review date September 2021