



Positive Behaviour and Discipline Policy

Ysgol Llangadog

Cytunwyd ar ran y llywodraethwyr gan - Agreed on behalf of the governing body by - Arwyddwyd/Signed:	
Dyddiad - Date:	

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 Articles 3, 12 (CRC)

Aims and expectations

At Ysgol Llangadog we recognise the importance of a positive approach to the behaviour of children in school. A calm, orderly environment is essential if children are to learn most effectively. It is the responsibility of the school to provide that environment in order that children and teachers can make most use of lesson time for the real purpose of education.

It is a primary aim of our school that every member of the school community feels safe, valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy aims to promote an environment where everyone feels happy, safe and secure. Promoting good behaviour is the responsibility of all staff.

This behaviour and discipline policy should identify the roles and responsibilities of members of the school community in relation to:

- ◆ encouraging and promoting good behaviour
- ◆ discouraging unwanted/unacceptable behaviour

The chief aims of our approach to behaviour are:

- ◆ the maintenance, encouragement and promotion of good behaviour wherever possible
- ◆ the shared and agreed identification of what we consider to be unacceptable behaviour
- ◆ the establishment and shared understanding of class and school rules
- ◆ agreed sanctions where rules are broken
- ◆ a firm, consistent approach across the school
- ◆ an opportunity at each stage for children to make amends and redeem themselves
- ◆ the involvement of parents at an early stage
- ◆ a shared understanding of what will happen if...
- ◆ the involvement of children - encouraging children to take responsibility for their actions
- ◆ the discussion with children in circle time and Personal and Social Education (PSE) about the need for rules and the responsibilities we each have to one another
- ◆ a readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour
- ◆ the use of a multi-agency approach wherever appropriate
- ◆ to use Positive Reinforcement /Promoting Good Behaviour
- ◆ to remain as positive as possible at all times
- ◆ to develop a supportive school with a caring ethos
- ◆ to reward and celebrate achievement and good behaviour.

Whole school ethos

At Ysgol Llangadog we expect:

- ◆ Respect

- ◆ Support
- ◆ Consideration
- ◆ Effort

To achieve these we will:

- ◆ Be friendly and polite
- ◆ Move around the buildings quietly, walking
- ◆ Follow directions from staff straight away
- ◆ Look after personal and school property
- ◆ Be helpful to those in need
- ◆ Use kind hands keeping unhelpful hands, feet, objects and comments to ourselves
- ◆ Try your best in everything

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 work together and learn in an effective and considerate way. 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 behavior, 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.

General Rules for the School

1. Bullying and racism are unacceptable behavior.
2. Children are expected to be polite and helpful at all times. Dangerous and irresponsible behaviour, swearing and bad language are not acceptable.
3. Children are expected to WALK around the school and make way or hold doors open for younger children and adults.
4. To keep the school as "Green" as possible. Litter is to be placed in the containers provided around the school. We recycle paper, milk cartons, printer cartridges and batteries. We switch off electricity when it is not needed. We compost, close doors and turn off taps after use.
5. Children must not bring toys or games (including hard balls) to school, except with special permission, e.g. as part of a class project. If you disobey, and your belongings disappear or are broken, school will not be responsible.
6. Chewing gum, sweets and lollipops are not allowed in school.
7. Children should not be in the school buildings before school starts, after school is finished or during playtimes, except with special permission.
8. Children should not come to school before 8.45am in the morning, unless they are attending Breakfast Club.
9. Children are expected to change for P.E. Swimming and Games.
10. P.E. Indoors: Shorts and a T-shirt.
11. P.E. Games Outdoors: Change of clothing is required, otherwise children will not be allowed to participate in the lesson.
12. Removable jewellery should not be worn during P.E., Games lessons.

13. Reusable water bottles/containers should be brought to school. Glass bottles are not allowed. Only water to be brought to school.

Rewards and Sanctions

The school employs sanctions to enforce school rules, and to ensure a safe and positive learning environment. It is necessary for the safety and well-being of all pupils in school that pupils have clear boundaries and the opportunity to take responsibility for their own actions and the impact these have on others. This might take the form of a warning, loss of some play time etc.

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

- Teachers congratulate children
- Class teachers award personal stickers/stamps/golden time/rewards on class Reward Chart to acknowledge effort, good behaviour etc.
- Weekly 'Seren yr wythnos' certificates are awarded by classteachers and staff.

The safety of the children is paramount in all situations. If a child threatens, hurts or bullies another pupil, the class teacher discusses the incident with the child/children, a suitable sanction/plan/punishment is put in place. 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. School rules are discussed and created with input from the pupils during whole school assemblies/School Council meetings. In addition to the school rules each teacher uses strategies to encourage and promote 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 children involved 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.

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.

Playground

The rules for the playground apply at the beginning and the end of the school day, at playtimes and at dinner times.

The following are not acceptable at any time -

- ◆ Fighting.
- ◆ Verbal abuse.
- ◆ Disrespect or damage to property - no climbing of walls, fences, railing, gates, drainpipes etc.
- ◆ Being somewhere where you shouldn't be/leaving the school without permission.
- ◆ Chewing gum, sweets and lollipops during school hours.
- ◆ No knives or dangerous instruments/substances are to be brought to 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.

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.

Consequences of inappropriate behaviour

Our priority is to foster positive behaviour and encourage self-discipline, but there may be occasions when a child's behaviour infringes on the rights of others. The children are taught what is acceptable behaviour and are aware of the consequences of breaking the rules. Similarly, any parent accepting a place at our school is therefore accepting our Code of Conduct and the procedures we have agreed and adopted for responding to inappropriate behaviour. (Parents will have also signed the Home/School Agreement)

Inappropriate Behaviour will be classed into four categories;

- Abusive behaviour
- Behaviour which prevents others from learning
- Dangerous behaviour
- Racial abuse (Refer to Racial Discrimination Policy)

Each situation that arises is different and will be treated with sensitivity by the staff of the school. Provocation is always taken into consideration and all points of view taken into account.

It is the aim of the school to foster a partnership with the parents to help pupils manage antisocial/ behavioural/ emotional difficulties. We are prepared to listen and be flexible in our response.

Ultimately, if pupil continues to violate the rights of others and/or shows no sign of wanting to change, part time attendance or exclusion will be considered.

Involving pupils in supporting behavior

We teach the children how to solve their own problems through discussion, so that they learn how to think things through and talk together until they agree.

Through our support we help them to develop the ability to take responsibility for their own actions, and to see the links between their own behaviour and the consequences of their actions.

The school operates a Buddy scheme at break times to support pupils on the yard. These children are able to support the children 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 repeatedly in class, the class teacher keeps a record. In the first instance, the class teacher deals with incidents. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.

The class teacher, through the SENCO, liaises with external agencies to support and guide the progress of each 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 behaviour or welfare of a child.

Further Sanctions

Children who have broken the class rules on several occasions and/ or have broken a major rule by:

- ◆ Being involved in systematic bullying
- ◆ Being offensive to an adult/ member of staff
- ◆ Physically hurting other another child intentionally
- ◆ Fighting
- ◆ Deliberately vandalising school property
- ◆ Verbal abuse including, but not exclusive of, racist, swearing and sexist remarks
- ◆ Refusing to work

will be referred to the Headteacher. The Headteacher will then decide a fitting punishment. This might include:

- ◆ Phoning a parent /carer
- ◆ Sending a letter home
- ◆ Break time detention

The Head will then implement the following stages:

Stage 1: Discussion/ investigation of incidents leading up to this, explanation of what will happen next and recording.

Stage 2: Child is kept in. Parents are contacted about the situation.

Stage 3: Parents are invited to discuss their child's behaviour. Further consideration of intervention strategies and programmes will be considered.

Further discussion with the child and consideration of strategies to avoid further incidents

Stage 4: Child might be given a Home/ School link book. This is done during a meeting with the parents, child and class teacher where possible.

The child is seen by the Headteacher to review their progress and contact is made with parents on a weekly basis to consider behaviour. A review date is set with parents. External support will be sought and agencies informed as appropriate. Referral to behaviour support/ the educational psychologist.

Recording behavioural incidents. All methods below can be used by staff

- ◆ Incident book (Located in office)
- ◆ Class teacher log books.
- ◆ Referral to a member of the Governing Body

In the rare situations where a pupil's behaviour continually affects the teaching and learning of other pupils as well as him/herself, and/or their behaviour is such that it is seen as a danger to him/herself, other children or staff; parents/ carers of those pupils will be required to attend a meeting with the Chair and or Vice Chair of the Governing Body to discuss the matter.

Contracts

If a pupil's behaviour is continually intruding upon teaching and learning time or if a pupil has received fixed term exclusion or intervention from the Behaviour Support Team, a pastoral plan will be developed as a part of the teacher/pupil action plan to improve behaviour. A pastoral plan is a behaviour agreement between pupil and teacher and parents/carers and may include targets for the parents/carers as well as the child.

- ◆ the contract needs to be agreed by all the parties concerned
- ◆ it should identify problem behaviours and focus on one or two at a time for improvement
- ◆ present ways for pupils to achieve appropriate behaviour.

The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, 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 headteacher to ensure the health, safety and welfare of all children in the school.

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

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 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 if we have concerns about their child's welfare or behaviour.

The role of governors

The governing body has the responsibility of setting down 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.

Exclusions

All exclusions from school, whether they are fixed term or permanent, follow the strict guidelines set down by the LA and the Welsh Assembly Government. It is the final act for the school and is never entered into lightly. The Governing Body is immediately informed of an exclusion as is the LAs Vulnerable Children Officer.

Following an exclusion a plan is put in place to ensure the successful reintegration of a pupil. The school works closely with the Behaviour Support Team and advice is sought at every stage to prevent future exclusions unless they are unavoidable. . (Guidance on Exclusion from Schools and Pupil Referral Units Reprinted February 2008. Welsh Assembly Government Circular No. 001/2004).

The headteacher 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 fulfill their full potential across the curriculum we will endeavor 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.

Review

The governors sub-committee responsible for policies meet annually to review policies.