

# **Pentyrch Primary School Ysgol Gynradd Pentyrch**

**“Learning and Growing Together”**



**“Dysgu a Thyfa Gyda’n Gilydd”**

## **Behaviour and Discipline Policy Polisi Behaviour and Discipline**

**2017 - 2019**

Last Revision Date -December 2017

Next Review Date- December 2019

## Ysgol Gynradd Pentyrch Primary School

### **Behaviour and Discipline Policy November 2017**

#### **1. Aims and objectives**

- 1.1 It is a primary aim of our school that every member of the school community feels 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's behaviour and discipline policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It 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.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour and discipline policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 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.

#### **2. Rewards and Sanctions**

- 2.1 We praise and reward children for good behaviour in a variety of ways:
  - Teachers congratulate children.
  - Teachers give children a 'Green Card' using the 'Good to be Green' behaviour strategy - we distribute these cards to children, for good behaviour, to acknowledge outstanding effort or acts of respect in school.
  - Teachers use daily cards for children who have had a positive impact on learning and behaviour. These action cards are given out at the end of each day and displayed on the 'Good to be Green' board.
  - Each week, we nominate a child from each class to be 'Star of the Week'.
  - Each 'Star of the Week' receives a certificate in the celebration assembly.
  - Each week, we nominate a 'Seren y Wythnos' to receive the head teacher's award.

- Each week the 'Seren y Wythnos' receives a certificate in the celebration assembly.
- All classes have an opportunity to lead an assembly where they are able to show examples of their best work.
- Teachers use a 'Pegging Up' chart that identifies pupil who are conforming to class and whole school expectations. Children have the opportunity to move up and down the chart during the day. Children's final location on the chart is recorded and this links to Golden Time given at the end of the week.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school, e.g. music or swimming certificates. These are shared in assembly.

2.3 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 to each individual situation.

- We expect children to show respect to all adults and their peers.
- 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 teacher gives a verbal warning, this is then followed by a yellow card and finally a red card if behaviour continues.
- Some actions will result in a pupil to be fast tracked to a red card.
- 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.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/ carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

#### 2.4 **Stages of response to Inappropriate Behaviour**

- i. The initial response to a minor incident of bad behaviour should be a verbal warning.
- ii. Once a verbal warning has been given the next step is to issue a yellow card.
- iii. If further unacceptable behaviour is displayed the pupil receives a red card. The teacher sends the child to the Headteacher for a reprimand and warning as to future conduct. The child misses their next playtime.
- iv. If a pupil receives a red card they are kept in during the next available playtime and their name is recorded in the behaviour book. Restorative approaches are used to enable the pupil to reflect on their behaviour. After three visits to the behaviour room a letter is sent home to inform parents. A further three visits result in parents being asked to attend a meeting with the Head of School.

- v. The Head of School discusses the situation informally with the parents of the child concerned. It may be appropriate to introduce a daily or weekly report booklet, which is sent home to the child's parents.
- vi. In cases of severe or recurring misconduct the Head of School will write to the parents and warn them about the consequences of further incidents of unacceptable behaviour.

### Graded Responses to unacceptable Behaviour

#### Stage 1

Teacher follows the Good to be Green stages in 2.4 and the 'Pegging Up' System.

#### Stage 2

If appropriate, additional support is provided from school staff.

#### Stage 3

An external agency is contacted to provide support i.e Behaviour Support Team or other Cardiff Agencies.

### **3. Collaboration The role of parents/ carers**

- 3.1 The school collaborates actively with parents/ carers, so that children receive consistent messages about how to behave at home and at school.
- 3.2 We explain the school rules in the school prospectus, and we expect parents/ carers to read them and support them.
- 3.3 We expect parents/ carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/ carers immediately if we have concerns about their child's welfare or behaviour. It may be necessary to have a home-school book in order to ensure lines of communication between the school and parent.
- 3.4 If the school has to use reasonable sanctions to punish a child, we expect parents/ carers to support the actions of the school. If parents/ carers have any concerns 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 of school. If these discussions cannot resolve the problem, a formal complaint can be raised through the Chair of Governors.

### **4. The role of governors**

- 4.1 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 of school in adhering to these guidelines.

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

## **5. SEN/Disabled pupils**

- 5.1 An exclusion of a SEN/disabled pupil for a reason related to their SEN/disability can only be justified if there is a 'material' and 'substantial' reason for it and the head teacher can show there were no 'reasonable steps' that could have been made to avoid the exclusion. Maintaining safeguarding, order and discipline in the school can be 'material' and 'substantial' reasons if there was a specific incident that gave rise to the exclusion.
- 5.2 Reasonable adjustments are made to ensure support is provided to SEN/disabled pupils. Reasonable steps in response to the pupil's SEN/disability could include developing strategies to prevent the pupil's behaviour; requesting external help with a pupil (e.g. involving the behaviour support team).
- 5.3 Exclusion will be a proportionate means of ensuring the priority consideration of the school, the safeguarding of all pupils and the duty of care owed to all pupils is maintained. See Exclusions Policy.
- 5.4 A decision to exclude any child with SEN/disability is only taken in response to serious breach/breaches of the school behaviour policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils in the school. See Exclusions Policy.

## **6. Monitoring and review**

We work around the following school rules written in collaboration with the pupils.

- Be respectful of others.
- Always walk around the school sensibly and with a smile.
- Always aim to achieve your best.
- Always be polite and well mannered.
- Always treat others how you would like to be treated.

- 6.1 The Head of School monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.
- 6.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher may keep a 'Behaviour Book' which is shared with parents/carers. The Head of School records serious incidents of bad behaviour on an incident form. Lunchtime supervisors inform staff of any issues causing concern.

- 6.3 The head of school keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. See exclusion Policy.
- 6.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that no child is treated unfairly because of any protected characteristic.
- 6.5 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.

WRITTEN BY:

ADOPTED by the Curriculum Committee of the Governing Body:

REVISED: every three years

REVIEW DATE: November 2019