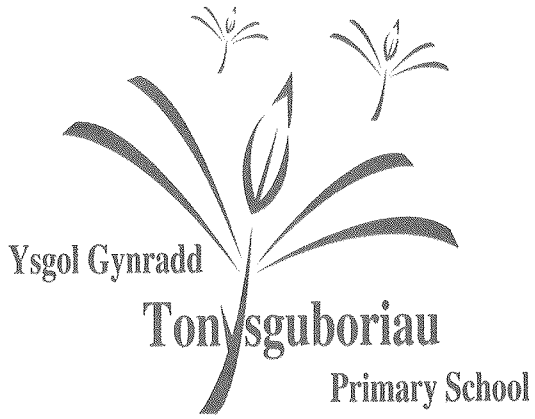
Ysgol Gynradd Tonysguboriau Primary School



Behaviour and Discipline Policy

Date	Review Date	Coordinator	Nominated Governor
July 2023	July 2024	Mrs Zara Powell Wellbeing co-ordinator	

Tonysguboriau Primary School
Behaviour and Discipline Policy

General Aims and Principles.

The aims of Tonysguboriau Primary School's Behaviour policy are to:

a. promote good behaviour and respect
b. prevent bullying
c. ensure that pupils complete assigned work
d. regulate the conduct of pupils.
e. ensure that the whole school community; governors, parents, staff and pupils, understand the importance of high standards of behaviour
f. to clearly communicate the critical role that parents and the community have in supporting the school as it works to achieve or support high standards of behaviour.
g. to support the school community in aiming to allow everyone to work together in an effective and considerate way.

The outcomes achieved by pupils are significantly influenced by the standards of behaviour expected of them. In classes where there are excellent standards of behaviour, clear aims, high expectations and good relationships, there are high standards of learning and achievement.

Conversely, in classes where there are disruptive levels of behaviour, constant challenge to the authority of the teacher, low expectations and poor relationships, there are lower standards of learning and achievement.

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 behaviour policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and is able to achieve their full potential.

Statutory Authority.

Section 91 of the **Education and Inspections Act 2006** introduces, for the first time, a statutory power for teachers and certain other school staff to discipline pupils. The Act gives school staff a clear statutory authority for disciplining pupils:

- whose behaviour is unacceptable
- who break school rules
- who fail to follow a reasonable instruction.

Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.

1 Expectations

The school has a number of school rules, which are designed to be a positive 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,
- everyone to treat all children fairly and apply this behaviour policy in a consistent way,
- children to listen carefully to instructions in lessons,
- children to try their best in all activities,
- children to be considerate and co-operative with every member of the class,
- parents to support the school in the implementation of its behaviour policy.

In order to make these Rules accessible and understandable to all the children the school council worked with staff and governors to generate school rules that are on display in every classroom:

Tonysguboriau Rules:

- We respect each other.
- We are caring and kind.
- We are helpful.
- We are honest.
- We try our best.

Playground rules:
In addition, we also devised playground rules that support the school rules. These rules will also be found in every classroom and are displayed on the yard:

- We are kind and helpful
- We are gentle
- We play well with our friends
- We care for our equipment
- We stay safe and aware of space
- We respect each other.

Dining Hall rules:
We also believe it important to have rules that encourage the children to be respectful during mealtimes when using the hall:

- We line up calmly
- We walk carefully
- We speak quietly
- We keep our table clean
- We are polite to everyone
- We use good table manners.

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 and ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

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.

Bullying is not tolerated in any form. It is dealt with immediately. If a child threatens, hurts or bullies another pupil, the class teacher records the incident and sanctions are applied to the perpetrator. 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.

2. Strategies

Assertive Discipline: This is a system whereby we try to modify children's behaviour by giving them a clear set of guidelines to follow. If children follow the rules they will be rewarded. By doing this it is hoped that children will enjoy the rewards and hope to repeat the experience. Children will be shown that rewards will always follow good behaviour.

Alternatively, there will be sanctions for poor, anti-social or disruptive behaviour. Children will know what these sanctions are from the outset and so will always be aware of what will happen if they misbehave.

When a child breaks a rule, they are informed that they have chosen to break the rule therefore they are choosing for a sanction to be applied. Thus, it is continually being reinforced that the answer to a child's poor behaviour lies in his/her own hands - they need to choose not to break rules.

Taught rules will relate to expected social behaviour, general school rules applied for everyone's welfare, rules applying to their work and rules relating to the way they interact with others including their fellow pupils and adults.

Teachers will be consistent in applying the rules of assertive discipline. Teachers will ensure that they are consistent in applying the rules.

Staff will use effective language when managing situations of inappropriate behaviour: eg "I noticed that you didn't choose to follow the rules" and encouraged to have dialogue with the child: "Can you tell me why you didn't make the right choice?" Children should never be labelled as 'naughty' but should be encouraged to recognise their behaviour choices and the effect it can have upon themselves and other.

Rewards

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

- teachers congratulate children; rewards in assembly
- children are given stickers/house points/raffle tickets;
- we distribute house points /raffle tickets / certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;

Whole school initiatives:

Jar of Good choices. We have adopted a system that allows us to promote and celebrate 'good choices' made by the pupils. The children are rewarded for making good choices in and out of class. The lunchtime supervisors, prefects and support staff are given good choice tokens to give to children – these can be exchanged in class for a marble. The jars are small and the aim in to fill the jar at least once per week – emphasising the positivity. Marbles cannot be removed from the jar as it is a celebration of the good choices made. When the jar is full teachers reward the whole class with a treat e.g. 5 minutes additional play time.

'It's Good to Be Green'

Our 'It's Good to be Green' behaviour charts support our assertive discipline policy. Children have warning cards as part of the process of understanding that they have chosen to disobey a rule and supports the training and helping the pupils why rules are needed. We have also introduced 'Stop and Think' cards that are used to encourage children to think about their actions before they receive a yellow card. The Amber and Red cards are used to support the agreed rewards and sanctions used to support good behaviour.

The school acknowledges all the efforts and achievements of children, both in and out of school and these are celebrated in class and assembly. The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

Praise should be often and heard far more often than other comments. Where a child has been chastised for not working, the teacher should be quick to give genuine praise when that child is seen on task.

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 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.

3. Recording Concerns

There are clear guidelines of how to report a concern regarding behaviour. Staff in the foundation phase refer issues to Mrs English and in key stage 2 to Mr Hurford. If behaviour does not improve

then it is escalated to Mr Hussey. The school keeps a record of incidents of dysregulation. The class teacher records minor classroom incidents. The SLT and headteacher records those incidents where a child is sent to him/her.

Lunchtime supervisors give verbal feedback of incidents and when required written details of any incident in the incidents book / s that are kept in the head teachers office.

4. The role of the class teacher

All teachers and other staff employed by the school to oversee pupils have the power to discipline.

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.
- 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.
- to treat each child fairly and enforces the classroom code consistently.
- to treat all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher records all such incidents in weekly evaluations. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Senior Management staff / Deputy Headteacher and then the Headteacher.

The school 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 social worker or LEA behaviour support service.

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

5 The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998 and the **Education and Inspections Act 2006** 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 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 headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher 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 are only taken after the school governors have been notified.

6 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 explain the school rules in the school prospectus, 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, 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 if we have concerns about their child's welfare or behaviour.

We expect that parents will:

- be confident that the behaviour policy will always be enforced fairly.
- wish to support the school's behaviour policy as high standards of behaviour support high standards of achievement.
- not undermine the authority of the teacher in front of pupils.
- take any concerns to the headteacher or deputy headteacher.

If the school must 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 headteacher.

If the concern remains, they should contact the chair of school governors.

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 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 behaviour and discipline policy, but governors may give advice to the headteacher about disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

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

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher 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 headteacher 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 headteacher.

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.

9 Monitoring

The headteacher 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, makes recommendations for further improvements.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded in line with LA guidelines,

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.

10 Review

The governing body reviews this policy every two years. They 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.

Headteacher:	T. Hames.	**Date:**	20.10.23
Chair of Governing Body:		**Date:**	20.10.23
Nominated Governor:		**Date:**	