

YSGOL BORTHYN

RHUTHUN



BEHAVIOUR *and* DISCIPLINE POLICY

## Aims and Expectations

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, children, teachers, parents and governors, can live and work together in a supportive way. It aims to promote a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, developing values and attitudes 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. We endeavour to make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.

This policy aims to help children to grow and develop 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, rather than merely deter anti-social behaviour. We attempt to treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

## Incentives and Sanctions

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

- Teachers congratulate children;
- Teachers may give children good behaviour points; (raffle tickets, class dojo or class money)

- Individual certificates celebrating achievements may be awarded throughout the year, for example, for consistent good work or behaviour or for achievements in sports, swimming etc. These certificates may be awarded during a whole school assembly.
- Teachers may give incentive stickers where appropriate. In addition, each class teacher gives verbal or written praise as often as possible.

The school acknowledges all the efforts and achievements of children which may have been achieved out of school. Children are encouraged to bring certificates they have received for achievement in areas such as music or swimming, in order that their success may be celebrated by the whole school community.

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 listen carefully to instructions in lessons.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child as far as sanctions are concerned.
- Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.
- Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, letters of apology, verbal apologies and loss of responsibility.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, he/she may be isolated from the rest of the class until he/she calms down and is in a position to work sensibly again with others. The class teacher will always pay particular regard to the need for secure supervision of individuals and of the whole class. If necessary, colleagues may be asked for their assistance.
- 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 pupil, the class teacher will record or report the incident to the Headteacher or Assistant Headteacher. 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.

Class teachers are encouraged to regularly discuss the school rules and expectations of behaviour with their children. In this way, every child in the school knows the standard of behaviour that we expect at Ysgol Borthyn. If there are incidents of anti-social behaviour, the teacher is encouraged to discuss these with the whole class.

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. Timian trained 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.

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.

All teachers at Ysgol Borthyn 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 consistently. The teachers treat all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher will record such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher may seek help and advice from the Headteacher or Assistant Headteacher.

The class teacher may liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, through the Headteacher, discuss the needs of a child with the education social worker or L.E.A. behavioural support service.

The class teacher reports to parents about the progress of each child in his/her class, in line with 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 Headteacher

It is the responsibility of the Headteacher to implement the school behaviour and discipline 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 promote and 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.

Details of procedures are found in the LEA guidelines on exclusion procedures.

### The Role of Parents

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

The school's expectations about discipline are explained 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 aim 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 are expected to support the sanctions 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 Headteacher or school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Full details can be found in the school's 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 behaviour and discipline 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.

## Procedures for dealing with major breaches of Discipline

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal use, refusal to work and persistent disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Headteacher or the Assistant Headteacher to deal with it severely, particularly if the problem keeps recurring. Parents will be involved at the earliest possible stage, particularly if problems are persistent or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

The standard procedure for serious disciplinary problems follows a set pattern:

- A verbal warning by the Headteacher or Assistant Headteacher as to future conduct.
- Withdrawal from the classroom for the rest of the day.
- A letter to parents informing them of the problem.
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Governing Body.

●

Only the 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, 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.

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.

### Monitoring

The Headteacher 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 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 suspension and exclusions, and to ensure that the school policy is administered fairly and consistently.

### Review

The Governing Body will review this policy every two years. The governors may, however, review the policy earlier than this if, for example, new government regulations are introduced, or if the Governing Body receives recommendations on how the policy might be improved.

### Challenging Behaviour

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding

## CODE OF CONDUCT

- All members of the school community are asked to respect each other.
- All children are expected to respect their teachers, other adults and fellow pupils.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are asked to be well-behaved, well-mannered and attentive.
- Children should walk (not run) when moving around school.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language must not be used.
- Children are expected to be punctual.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Children should wear the correct school uniform. Jewellery or trainers should not be worn. Hair attire should be simple and preferably in school colours.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

T.Llwyd-Jones Headteacher  
November 2017

Richard Hughes Chair of Governors  
November 2017.