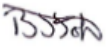





Pupil Behaviour and Discipline Policy

Date: Sept 2023

Review Date: Sept 2025

	Signed	Date
Chair of Governors		20.09.23
Headteacher		04.09.23
Designated Senior Person	G. Phillips	04.09.23

Aims

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 which is encompassed within our school motto; Be good, do good, feel good.

The school behaviour regulation 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 where everyone feels happy, safe and secure.

The school has a number of '**VALUES**' that are displayed in the halls and referred to in assembly for pupils to understand. The primary aim of the behaviour regulation policy is not a system to enforce rules. It is a means of promoting positive 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.

We recognise behaviour as the communication of an emotional need (whether conscious or unconscious), and respond accordingly.

We treat all children fairly and apply this behaviour regulation policy in a consistent way. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). We recognise that this behaviour regulation policy, and the practice it supports needs to be responsive to individual needs. The school must not discriminate against pupils for any reason such as ALN or disability, and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible. For example, children who display inappropriate behaviour for reasons related to a disability, for example Autism, Asperger's Syndrome, Tourette's Syndrome etc the school response may need to be differentiated in recognition of the

additional difficulties these children may have in managing their actions. (See also Race Equality Policy).

We firmly believe that it is our responsibility to support and help such pupils to behave in socially acceptable manner, and that effecting positive behavioural change is always possible. However, the methods of achieving this may vary depending on the individual circumstances of the pupil concerned.

The school will ensure all staff are aware of individual needs where behaviour and disability is likely to be an issue. Individual guidance will be circulated to every teacher about how they may most effectively manage the behaviour of individual children with these difficulties.

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 reinforces and rewards desired behaviour that demonstrates our core values, as it believes that this will develop an ethos of kindness and co-operation and help raise self-esteem. This policy is designed to promote positive behaviour, rather than merely deter anti-social behaviour.

School Values/Behaviours

We have **3 CORE VALUES** that are applied to everyday behaviours at

Penrhiwceibr Primary School, pupils are expected to be

Positive, **P**olite and **S**afe.

Rewards and Sanctions

We praise and reward children for demonstrating these core values in a variety of ways:

- teachers congratulate and praise children regularly;
- we distribute dojos to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness; the merits are unique to the each class;
- all classes have an opportunity to take part in an achievement assembly;
- Children have the chance to be nominated by their teacher as the 'worker of the week' and come up in Assembly.
- House Dojo Championship Point System – displayed in FPh and KS2 hall, the winning house with the most dojos receive the House Cup weekly.

The school acknowledges all the efforts and achievements of children, both in and out of school celebrating them on a range of media platforms.

The school employs a number of sanctions to ensure the 3 core values are demonstrated, ensuring a positive, polite and safe learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to be **positive** and try their best in all activities and display a positive attitude. If they do not do so, we will verbally remind them the importance of being positive in school.

- We expect children to be **polite**, show good manners and listen carefully to instructions in lessons. If they do not do so, we verbally remind them to do so.
- We expect children to behave in a **safe** manner, both in the classroom and around the school. If they do not do so, we verbally remind them to do so.
If a second reminder is required we ask them either to move to a place nearer the teacher, or to sit on their own.

If a child is not demonstrating the 3 core values they will receive a verbal reminder.

- A consistent and fair approach to behaviour management;
- Clear systems to reward positive behaviour and sanctions for inappropriate behaviour;
- A system that allows children to take ownership of their behaviour and their rewards.

Positive behaviour principles:

- Each day is a new day.
- Children live our 3 core values.
- Children know that there are consequences when making inappropriate behaviour choices.

Positive Behaviour Privileges:

- When a child shows that they are demonstrating positive behaviour choices and are living by our 3 core values, they can be rewarded by a member of staff; as previously stated, these rewards are unique to each class.

Behaviour Sanctions:

- When a child doesn't demonstrate our 3 core values they will be given a verbal reminder – a quiet and private reminder by the teacher, reinforcing the values.
- If the child continues to fail to demonstrate our 3 core values they will receive a second verbal reminder and be expected to miss part of the next playtime (5 minutes) on the PPS bench.
- If the child persists in failing to demonstrate the 3 core values a third and final verbal reminder will be given, they will be expected to miss all of their next playtime and the DHT/HT informed.

- Following this higher sanctions involving Deputy Headteacher and Headteacher will be deployed. These pupils will be withdrawn to another class, miss the next playtime and parents will be contacted to discuss the issues arising.

Every child that is withdrawn for core value reinforcement by HT/DHT will then be welcomed back to class on their return by the class teacher verbally.

Each class teacher regularly discusses the school values with the class during 'circle time' lessons. During these lessons children are taught how to consider the feelings of others and how to resolve conflicts in a positive way. Daily whole school assemblies address our shared values and any issues that have an effect on our school community.

In addition, the Class Teacher discusses the 3 core values with each class. In this way, every child in the school knows the expectations we have in our school. If there are incidents of anti-social behaviour, the Class Teacher will discuss these with the whole class, referring to the 3 core values.

The school does not tolerate bullying of any kind, it is our aim to be a bully free zone. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. These are dealt with by class teachers who then inform the Head Teacher of any incidents at the daily behaviour check-in and monitor the children involved over an extended period. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Incidents of anti-social behaviour at lunchtimes are dealt with by the Lunchtime Supervisors, working closely with the Deputy Headteacher and the Headteacher.

Teachers in our school do not hit, push, slap children or invade their space. 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.

Whilst recognising that some children will require a differentiated approach in relation to their behaviour, we cannot condone nor will we accept violent or

abusive behaviour towards staff or other pupils and any such incidents will be the subject of close scrutiny. However, we envisage such circumstances to be very rare and would never be undertaken lightly or without due consultation with parents, Governors and the child.

The Role of the Class Teacher

It is the responsibility of the Class Teacher to ensure that the school values are demonstrated in their classes, and that their class behaves in a positive, polite and safe manner during lesson time. 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 reinforces the school values consistently. The teacher treats all children in their class with respect and understanding.

If a child fails to demonstrate the desired values repeatedly in class, the Class Teacher reports all such incidents to the Deputy and the Head Teacher.

In specific cases 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 ALNCO or LA 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 Headteacher

It is the responsibility of the Head Teacher, 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 a daily check-in record and records of all reported serious incidents of misbehaviour. The Headteacher 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 Headteacher may permanently exclude a child. The Headteacher will then inform the Governing Body.

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 values in the school prospectus and display them around school. We expect parents to read these and support them. In addition to this we encourage parents to adhere to the Home-School Agreement.

We expect parents to support their child's learning, and to co-operate with the school to achieve the best possible education for their child. We try to build a supportive dialogue between the home and the school, and we inform parents

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

If the school has to use reasonable sanctions to modify the behaviour of 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 Class Teacher. If the concern remains, they should make an appointment to speak with the Headteacher and at this point the problem is usually resolved. However, if these discussions cannot resolve the problem, they should contact the school governors and a formal grievance or appeal process can be implemented.

The Role of the Governing Body

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.

Fixed-term and Permanent Exclusions

Only the Headteacher (or the acting Head Teacher) 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 Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, he/she 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 Local Authority 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 personnel appeals committee. This committee considers any exclusion appeals on behalf of the governors. When an appeals

panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, 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.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour. The Class Teacher reports notable classroom incidents to the Head Teacher during check-in. We also keep a central record of any incidents that occur at break or lunchtimes which are a cause of concern.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. 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.

Anti-bullying

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the pupil), and by being clear that we all follow school values.

The prime responsibility for all members of the school community is to report incidents of bullying, and concerns they may have that someone is being bullied.

a). Governors

The Governing Body is responsible for the Anti-Bullying Policy, and for ensuring that it is reviewed. The Governing Body will:

- Support the Headteacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Incident reports and actions are to the LA and is taken into consideration to be aware of the effectiveness of this policy.

b). Headteacher and Senior Leadership Team

The Headteacher is responsible for implementing the Anti-Bullying Policy and it is a statutory responsibility for schools to record all bullying incidents.

The Headteacher will ensure that:

- bullying behaviour is addressed in the school's behaviour and discipline policy;
- bullying is addressed as an issue in the curriculum;

- all staff receive training and support that addresses bullying behaviour;
- the Governing Body is regularly provided with information regarding issues concerning behaviour management including bullying;
- a senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.

c). Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and wellbeing in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

All members of staff will:

- Provide children with a good role model;
- Provide children with a framework of values which supports the whole school policy;
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere;
- Always be aware and take action when there are concerns about bullying;
- Report and record all allegations of bullying following the school's procedures;
- Ensure pupils, and where appropriate parents/carers, are given regular feedback on the action been taken.

d). Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

We expect parents/carers to:

- keep us informed about and fully involved in any aspect of their child's behaviour;
- contact the school immediately they know or suspect that their child is being bullied, even if their child has asked for "secrecy", and work in partnership with the school to bring an end to the bullying;
- contact the school if they know or suspect that their child is bullying another pupil;
- share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child.

When a parent/carer has concerns relating to bullying they should report them initially to the class teacher who may then refer to the Headteacher

e). Pupils

Without the support of our pupils we will not be able to prevent bullying. That is why our pupils will be consulted and will participate in the development, monitoring and review of anti-bullying policy and strategies. We want our pupils to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

We want our pupils to feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We expect that pupils:

- will support the Head teacher and staff in the implementation of the policy;
- will not bully anyone else, or encourage and support bullying by others;
- will tell an adult if they are being bullied, usually either a member of staff or parent;
- will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied.

Pupils must recognise that being a "bystander" is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

Review

The Governing Body reviews this policy every three years. The Governors may, however, review the policy earlier than this, if the Welsh Assembly Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.