



## PUPIL DISCIPLINE POLICY

The need to develop standards of good behaviour among young children is of paramount importance.

The aim of our behaviour policy is:

- To develop in children a sense of self discipline and an acceptance of responsibility for their own actions,
- To create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.

These are achieved in the framework of a relaxed, pleasant atmosphere, in which children are encouraged to give of their best, both in the classroom and in extra-curricular activities and are stimulated to fulfill their potential.

### **Code of Conduct**

*It is expected that everyone in the school community will follow and adhere to the school behaviour policy. All adults are expected to model the behaviour we expect from children.*

### **The School Rules**

Rules have been purposefully kept to a minimum and simplified for clarity

1. Be Respectful
2. Be Responsible
3. Be Ready to Learn

Although there are agreed sanctions for children who misbehave it is the encouragement of good behaviour which is far more important than punishment. Staff should praise children who behave politely, kindly and sensibly. Verbal feedback on behaviour should be given a high priority in and out of class.

### **Rewards**

Pupils behaviour is rewarded through positive points throughout KS2 and Dojos at Foundation Phase. Weekly achievement services celebrate success in the school through teacher assessment and the collection of reward tokens.

### **School Rules, Class Rules**

Our positive behaviour system will take every opportunity to reinforce and praise pupils. Good behaviour and positive attitudes will be discussed in school assemblies and circle time. The school rules will be discussed on a regular basis throughout the year.



Class rules will be discussed in each class and displayed on a notice board for all to see – regular referral to class rules will take place.

### **Circle Time**

Circle Time allows children to participate as partners in the process of developing responsibility for their own behaviour and learning. With its co-operative activities and discussion, Circle Time ensures that each child experiences success. When this approach is followed on a regular basis a feeling of equal value is promoted and group identity is reinforced. The basic rule of sitting together in a circle is that eye contact is possible at all times. Other ground rules include taking turns, allowing participants to pass in discussion and showing respect by listening to all contributions. The teacher, by participating in the circle becomes part of the group and in this way a trusting climate is created in which no participants feel threatened. Circle Time is used in the juniors as and when the teacher feels an issue needs to be discussed. In the infants this is a regular exercise in line with Personal Social Development within the Foundation Phase.

### **Reflection**

Opportunities are provided in lessons or during the day for reflection in which pupils/classes may consider issues that have happened throughout the week.

### **Pastoral Care**

This is the responsibility of all staff especially the class teacher and teaching assistant of the child concerned. Efforts should be made to build up an understanding of and relationship with the child. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

All staff have the support of the Head Teacher in matters of pastoral care and also have access to The Assistant Head, Educational Social Worker, Parent Liaison Co-ordinator, and other Local Health Authority professional support services where needed through the school ALNCo.

### **Sanctions / Consequences**

Sadly, there will be times when children do not adhere to our school rules. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. In these situations the following sanctions / consequences will be followed.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding 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 consequences.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home, letters of apology or loss of responsibility, moving through the class behavior traffic light system.

Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a weekly report system to monitor their behaviour with parents' support (see appendix I).



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

This type of behaviour is generally rare and it is the responsibility of the Headteacher or the Assistant Headteacher who will deal with it severely, particularly if the problem keeps recurring. Referral to the Senior Management Team may require contact with parents to discuss a pupil's behaviour. Referral to the Senior Management Team will lead to a pupil incident form (see appendix II) being completed and stored in the file cabinet in the office. Advice from external agencies regarding various behaviour strategies and support will be sought, based on each individual case. For example, extreme behaviour would need to be dealt with directly and options such as internal withdrawal, or exclusion would be considered and actioned. For the benefit of the aggressor as well as the recipients of the aggression, parents may be asked to take their child home to help them calm down and reflect in a more comfortable / private environment, for their own well-being. These procedures would be followed in line with the Denbighshire exclusion procedures, involving behaviour support and in full consultation with parents. See appendix III " Exclusion from schools and pupil referral units"

When a child has completed a sanction we stress to them (and to other children if necessary) that the episode is over, that they have been forgiven and that a new start can be made.

Forgiveness is an important part of the ethos of our school.

### **Procedures for Dealing with Major Breaches of Discipline**

- A verbal warning by the Headteacher or Deputy Headteacher as to future conduct
- Withdrawal from the classroom for a specified amount of time to be decided by Headteacher or Assistant Headteacher.
- School to make contact with parents informing them of the problem
- A meeting with parents, and 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
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and Denbighshire LEA
- Parents have the right of appeal to the Governing Body against any decision to exclude

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.



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### **Damage to property**

Damage to school property through misbehaviour, whether it be to the fabric of the building or to school items such as books, will be reported to parents and where appropriate a request for a voluntary contribution towards cost of repair or replacement.

This policy statement must be complied with by all staff to ensure conformity to current legislation and good practice. This policy statement will be continually evaluated and formally reviewed on an annual basis or in the event of any relevant changes in law.



Appendix I



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Behaviour Incident Form

Name of Student		Staff member reporting		Date of incident		Time of incident	
HT	Head Teacher	CT	Class Teacher	ST	Supply Teacher	MDS	Midday Supervisor
Description of incident							
Consequences							
Further Actions Taken							
Follow up							



Appendix II

Day	Breakfast Club			Lesson 1			Break			Lesson 2			Lunchtime			Afternoon lessons			After School Club			Parent Initial
Monday																						
Tuesday																						
Wednesday																						
Thursday																						
Friday																						

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## Appendix III