

Ysgol yr Hendy



'Gyda'n gilydd cymaint mwy'

Behaviour and Discipline Policy

Rationale

We are a rights respecting school and recognise the importance of a positive approach to the behaviour of children in school.

A calm, orderly environment is essential if children are to learn most effectively. It is the responsibility of the school to provide that environment in order that children and teachers can make most use of lesson time for the real purpose of education. This document aims to provide the framework to enable an orderly environment to prevail and to allow members of the school community to concentrate upon its chief purpose. It also recognises that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean that the sanctions, stages and rewards are applied appropriately in dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. The importance of taking a multi-agency approach to behaviour management is central.

The United Nations Convention on the Rights of the Child

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Article 37 (inhumane treatment and detention) Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults

Rewarding for academic and social achievements hold equal status.

Aims

This behaviour and discipline policy should:

- Identify the roles and responsibilities of members of the school community in relation to encouraging and promoting good behaviour
- Identify the roles and responsibilities of members of the school community in relation to discouraging unwanted behaviour

The chief aims of our approach to behaviour are:

- The maintenance, encouragement and promotion of good behaviour wherever possible
- The shared and agreed identification of what we consider to be unacceptable behaviour

- The establishment and shared understanding of class and school rules
- Agreed sanctions where rules are broken
- A firm, consistent approach across the school
- An opportunity at each stage for children to make amends and redeem themselves
- The involvement of parents at an early stage
- A shared understanding of what will happen if...
- The involvement of children – encouraging children to take responsibility for their actions
- The discussion with children in Circle Time and Personal and Social Education (PSE) about the need for rules and the responsibilities we each have to one another
- A readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour
- The use of a multi-agency approach wherever appropriate

Positive Reinforcement /Promoting Good Behaviour

It is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos where we pride ourselves that no child is invisible. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour.

Whole School Ethos:

At Ysgol Yr Hendy we expect:

- Respect
- Support
- Consideration
- Effort

To achieve these we will:

- Be friendly and polite
- Call people by their preferred name
- Move around the buildings quietly, walking
- Follow directions from staff straight away
- Look after personal and school property

- Be helpful to those in need
- Use kind hands keeping unhelpful hands, feet, objects and comments to ourselves
- Bring necessary equipment
- Give our best effort in everything

FRAMEWORK

- We use the principles of Restorative Justice and emotion coaching to teach the children how to solve their own problems through discussion, so that they learn how to think things through and talk together until they agree.
- Through our support we help them to develop the ability to take responsibility for their own actions, and to see the links between their own behaviour and the consequences of their actions.
- We speak assertively to disruptive pupils, using language, which is decisive, firm and clear. We aim to approach discipline in a positive and consistent way.

How?

1. All Pupils. The whole school follows aspects of the SEAL programme, i.e the “Social and Emotional Aspects of Learning” scheme of work.
2. Groups of Pupils. Small groups of children (no more than 6 – all ages), are firstly identified as needing extra support then they are withdrawn and supported in a small group using Talkabout/ChATT materials (depending on needs).

GUIDELINES FOR SCHOOL RULES

The school rules are regularly referred to in assemblies and by staff members and are reinforced when appropriate. Classroom rules are discussed at the start of each academic year.

These will include the following :-

E-Safety Rules (please refer to E-safety policy)

These ensure pupil safety whilst using the Internet etc.

In class

At the beginning of the school year teachers discuss and invite contributions to the class rules. These include:

- Follow instructions straight away
- Using kind hands
- Using an indoor voice

- Let others work without your interruption
- Only use acceptable language
- Put things away in their proper place
- Show respect

Sanctions that can be selected from include:

- Verbal apology
- Missing a break time, missing Golden Time
- Missing out-of-school sporting events and inter-school matches
- Completing work elsewhere or with someone else

School is a microcosm of society and we wish to provide our children with the skills necessary to play an active and valued part in society

DISCIPLINE AND SCHOOL RULES.

School rules are kept to a minimum. Children are expected to conduct themselves in a courteous and orderly manner at all times. If the need does arise to correct the individual, the punishment administered for misdemeanour will be reasonable and moderate, as expected by the parent when the child has done wrong. These are necessary for the smooth functioning of the school and, also, for the benefit and safety of the pupils themselves.

Some of the main ones are:-

- Pupils are expected to arrive in school by 9.00 a.m.
- No child is allowed outside the main school boundary without permission between **9.00 a.m. - 3.15 p.m.**
- Chewing gum, sweets and lollipops are not to be eaten during school hours unless given as a treat.
- No knives or dangerous instruments / substances are to be brought to school.
- No climbing of walls, fences, railing, gates, drainpipes etc.

RULES AT PLAYTIME

- I must walk down the left hand side of the corridor in single file.
- I must be friendly and considerate to all my friends.
- I must treat others as I expect to be treated myself.

- I must keep the yard clean and put all the rubbish in the bin.
- I must line up quietly when the bell sounds.
- I must be outside on the yard during playtimes unless permission has been given to be inside.
- I must do my best to play fairly on the yard.

Positive Behaviour Strategies:
In the Foundation Phase:

1. Give me 5/Llond llaw.
2. 1,2,3. 1 to stand, 2 to turn 3 to start walking.
3. Speech of staff: all members of staff use a quiet classroom voices to instill calmness and model what they expect to receive back from children
4. Golden time- golden time needs a consistent approach. Where pupils display good behavior golden time will be awarded, however golden time can be lost when pupils have misbehaved.

Pasta in jar/Golden Time

5. As children are praised they are rewarded by placing a pasta in the jar. Once the jar is full golden time will be awarded at end of the week.
6. Once the whole school pasta jar is full then there will be a whole school treat. The School Council collect the 'treat' ideas so that the decision is pupil led and democratic.

Rewards:

- Stickers in class and head teacher stickers
- Pasta in a jar in class and during the special assembly
- Visit to head teacher for a special sticker/letter home
- Llyfr llwyddiant- achievement book
- Seren yr wythnos from each class- they will be nominated for Special table where they will receive a Headteacher certificate, place pasta in the pot and sit on 'Y bwrdd aur' if they so wish.

Golden time for children who display very challenging behaviour:

A3 own version of golden time chart and 4 sessions of golden time available before: play, lunch afternoon play and home time. Behaviour at playtime will be included so that playtime supervisor/ lunch time supervisor can award 1 min extra of golden time. As behaviour improves or on days where these children have positive play golden time can be reduced to 3 sessions per day. Pupils may choose to have their own pasta pot where through good behaviour they earn a reward for the whole class.

In Foundation Phase

The Foundation Phase use a range of strategies that include: a thinking chair and sun and cloud system to reinforce good behaviour.

In Junior class

Golden time is rewarded in the same way as the Foundation Phase to individual pupils and classes through-out the week but is taken in a block session on a Friday afternoon.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

Our priority is to foster positive behaviour and encourage self-discipline, but there may be occasions when a child's behaviour infringes on the rights of others. In such situations there are a series of procedures, with possible consequences, which are followed:

- The children are taught what is acceptable behaviour and are aware of the consequences of breaking the rules. Similarly, any parent accepting a place at our school is therefore accepting our Code of Conduct and the procedures we have agreed and adopted for responding to inappropriate behaviour. (Parents will have also signed the Home/School Agreement)

Inappropriate behaviour will be classed into four categories;

abusive behaviour

behaviour which prevents others from learning

dangerous behaviour

racial abuse (Refer to Racial Discrimination Policy)

Each situation that arises is different and will be treated with sensitivity by the staff of the school. Provocation is always taken into consideration and all points of view taken into account. It is the aim of the school to foster a partnership with the parents to help pupils manage anti-social/ behavioural/ emotional difficulties. We are prepared to listen and be flexible in our response.

Ultimately, if pupil continues to violate the rights of others and/or shows no sign of wanting to change, exclusion will be considered as a last resort.

All allegations of racial abuse and bullying are reported to the Head teacher Mrs R Kenny. All allegations are investigated thoroughly and recorded in writing. Sanctions are issued according to the severity of the abuse.

Further sanctions:

Children who have broken the class rules on several occasions and/ or have broken a major rule by:

- Being involved in systematic bullying
- Being offensive to an adult/ member of staff
- Physically hurting other another child intentionally

- Fighting
- Deliberately vandalizing school property
- Verbal abuse including, but not exclusive of, racist, swearing, homophobic and sexist remarks

... will be referred to the Headteacher. The Headteacher will then decide a fitting punishment. This might include:

- Phoning a parent /carer
- Sending a letter home
- Break time detention

Referral to the Headteacher

The Head will then implement the following stages:

Stage 1	Discussion/ investigation of incidents leading up to this, explanation of what will happen next and recording.
Stage 2	Child is kept in for a detention. Parents are contacted about the situation.
Stage 3	Parents are invited to discuss their child's behaviour. Further consideration of intervention strategies and programmes will be considered. Further discussion with the child and consideration of strategies to avoid further incidents
Stage 4	<p>Child is given a Home/ School link book. This is done during a meeting with the parents, child and class teacher where possible.</p> <p>The child is seen by the Headteacher to review their progress and contact is made with parents on a weekly basis to consider the week's behaviour. A review date is set with parents.</p> <p>External support will be sought and agencies informed as appropriate.</p> <p>Referral to behaviour support/ the educational psychologist.</p>
Stage 5	A fixed term exclusion (last resort).

Recording behavioral incidents

All methods below can be used by all staff, including midday supervisors (Refer to the County behaviour manual.)

Referral to a member of the Governing Body

In the rare situations where a pupil's behaviour continually affects the teaching and learning of other pupils as well as him/herself, and / or their behaviour is such that it is seen as a danger to him/herself, other children or staff; parents/ carers of those pupils will be required to attend a meeting with the Chair and or Vice Chair of the Governing Body to discuss the matter.

Pastoral Support Plans (PSPs)

If a pupil's behaviour is continually intruding upon teaching and learning time or if a pupil has received fixed term exclusion or intervention from the Behaviour Support Team, a pastoral plan will be developed as a part of the teacher/pupil action plan to improve behaviour. A pastoral plan is a behaviour agreement between pupil and teacher and parents/carers and may include targets for the parents/carers as well as the child.

- the contract needs to be agreed by all the parties concerned
- it should identify problem behaviours and focus on one or two at a time for improvement.
- present ways for pupils to achieve appropriate behaviour.

EXCLUSIONS

All exclusions from school, whether they are fixed term or permanent, follow the strict guidelines set down by the LA and the Welsh Assembly Government. It is the final act for the school and is never entered into lightly. The Governing Body is immediately informed of an exclusion as is the LAs Vulnerable Children Officer.

Following an exclusion a plan is put in place to ensure the successful reintegration of a pupil. The school works closely with the Behaviour Support Team and advice is sought at every stage to prevent future exclusions unless they are unavoidable. . (Guidance on Exclusion from Schools and Pupil Referral Units Reprinted February 2008. Welsh Assembly Government Circular No. 001/2004).

NAME	SIGNATURE	DATE	SIGNATURE	DATE	SIGNATURE	DATE
RE KENNY						
NK DAVIES						
LA NICKLIN						
CN DELLOW						
SV DAVIES						
RJ DAVIES						
EJ MORRIS						
SL MATHIAS						
N FOWLER						
CA TAYLOR						
H RYAN						
S LLOYD						
K PRITCHARD						
T GROVES						
R LEWIS						
B BATCUP						

All staff to sign below once policy has been read and reviewed: