

YSGOL GYNRADD GYMRAEG

Tan-y-lan



Positive Behaviour and Discipline Policy

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships - Linked to Articles 3, 12 (CRC)

Aims and expectations

It is a primary aim of our school that every member of the school community feels safe, 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 can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Promoting good behaviour is the responsibility of all staff.

The school has a number of school rules. This is a 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.

We treat all children fairly and apply this behaviour policy in a consistent way.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behavior, rather than merely deter anti-social behaviour.

Teachers have the right to teach and pupils have the right to learn in a classroom free from disruptive behaviour – a classroom that both reflects teachers' own behavioural expectations and creates an atmosphere in which pupil self-esteem can flourish.

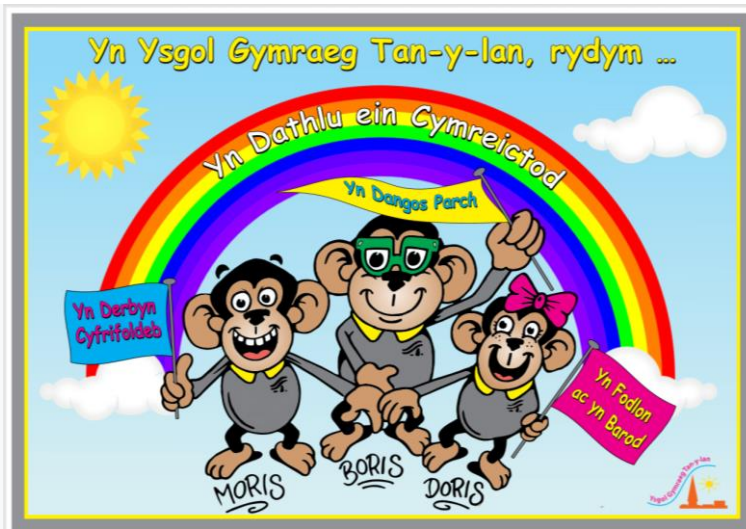
Ysgol Gymraeg Tan-y-lan 4 must be done Code

All the school's stakeholders have all worked to create a personal plan for use across the school to celebrate positive/great behavior and to avoid problems and unacceptable behaviour. As a result of all this work, members of the school council and the welfare officer and family commitment created visual resources for use in every class and across the school.

The 4 Code statement was set for the school

1. Celebrating our Welshness
2. Accept responsibility
3. Show respect
4. be willing and ready

these 4 statements (4 must be said) are seen displayed around the school/each class in order to remind all the pupils of what is expected of them at school.



the school council must do behavioral statements have been place around the school and are in use in each of the classes. The intention of the schools Behavior ladder is to give a visible resource that shows the clear steps on the journey daily behavior.

Every child starts daily at the 'ready to' stage learning' - the Skill of self-management enables all individuals to make decisions about how they are going to behave on a daily basis. The steps have been set by the pupils together and the teachers By using the child's voice as part of the planning this has enabled the systems to take ownership of these resources. Each pupil has a peg who moves on demand or down the school according to demand. It is expected that the children are part of the discussion and understand why they are moving on the school.

General Rules for the School

1. Bullying and racism are always unacceptable behavior.
2. Fortunately, most pupils at our school show a caring, responsible attitude.
2. Children are expected to be polite and helpful at all times. Dangerous and irresponsible behaviour, swearing and bad language are not acceptable.
3. Children are expected to WALK around the school and make way or hold doors open for younger children and adults.
4. To keep the school as "Green "as possible. Litter is to be placed in the containers provided around the school. We recycle paper, milk cartons, printer cartridges and batteries. We switch off electricity when it is not needed. We compost, close doors and turn off taps after use.
5. Children must not bring toys or games (including hard balls) to school, except with special permission, e.g. as part of a class project. If you disobey, and your belongings disappear or are broken, school will not be responsible.
6. Chewing gum, sweets and lollipops are not allowed in school.
7. Children should not be in the school buildings before school starts, after school is finished or during playtimes, except with special permission.

8. Children should not come to school before 8.40am in the morning, unless they are attending Breakfast Club.

9. Children are expected to change for P.E. Swimming and Games.

P.E. Indoors: Shorts and a T-shirt for apparatus work.

P.E. Games Outdoors: Change of clothing is required, otherwise children will not be allowed to participate in the lesson.

N.B. Jewellery is not allowed to be worn during P.E., Games lessons.

10. If a child is absent or expected to be absent, an explanation is required from parents, written or verbal.

11. Unbreakable containers for drinks should be brought. Glass bottles are not allowed. Neither are fizzy drinks.

Rewards and Sanctions

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

- teachers congratulate children
- an “Awards Chart” (Dodjo) is used in each class where children in each class are rewarded for their efforts.
- Class teachers award personal certificates / stickers and stamps to acknowledge effort, good behaviour etc.

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. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

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 discusses the incident by using ‘Restorative Practice’ questioning with the child who has bullied and the victim and together they will decide together on what the punishment should be. 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.

The class teacher discusses the school rules and school aims with each class. In addition to the school rules each teacher uses ‘Restorative Practice’ strategies and tactics to encourage and promote positive behaviour and attitude within their own classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of inappropriate behaviour, the class teacher discusses these by organizing a ‘Restorative Circle’ with all the children involved at the earliest convenient time.

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 staff members and around 20 of year 5 and 6 children are trained with Restorative Techniques and these are used with children to encourage them to discuss their fears.

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 or to prevent injury to a child, or if a child is in danger of hurting him/herself, or a member of staff. The actions that we take are in line with government/local authority guidelines on the restraint of children.

In more serious cases of misbehaviour, parents are expected to be involved in discussions and participate in the agreements, contracts and behaviour plans concerning future conduct of their children. This would also include the implementation of severe sanctions including instances whereby it proves necessary to suspend / exclude children from school.

Playground

The rules for the playground apply at the beginning and the end of the school day, at playtimes and at dinner times. The five rules are expressed slightly differently as:

The following rules of bullying and disrespect are not acceptable at any time –

1. Fighting.
2. Verbal abuse.
3. Disrespect or damage to property.
4. Being somewhere where you shouldn't be.
5. Leaving the school without permission.

To address important learning for the social curriculum, the pupils should be regularly reminded by teachers exactly what is meant / expected by these terms. The pupils themselves helped to identify the misbehaviours as follows:

1. **FIGHTING** – any physical abuse, identified collectively as
HANDS / ARMS – slapping, hitting, punching, pinching, scrambling, pushing, poking, pulling-hair, elbowing, swinging others around, picking others up and dropping.
FEET / LEGS – kicking, tripping, kneeing, stamping, treading on toes.
MOUTHS – biting, spitting, kissing.
OTHER – barging, bumping, thumping.

2. **VERBAL ABUSE** – the disrespect of any pupil or adult, through the use of unkind taunts. Swearing is treated as an issue for particularly strong sanction.

1 and 2 should also be disallowed in the context of play.. Pupils are asked to report problems or concerns such as abuse and bullying to **any** supervising adult.

3. **DISRESPECT FOR PROPERTY** – the hiding or damage to other pupil's property such as hiding coats, throwing coats or bags down the toilet, kicking someone else's ball deliberately into a garden, will not be tolerated.

The same applies to the school building and environment, such as the kicking of doors, tearing of work on display, stealing or interfering with food in other pupil's lunch boxes, pencil cases e.t.c. The tampering of fire alarms and firefighting equipment is to be treated seriously and sanctioned accordingly.

4. **TRESPASS INTO AN UNAUTHORISED AREA** – the safety and security of each child in our care is of paramount importance. The return to **classrooms** without permission or supervision is absolutely forbidden. No pupil is to be left in a classroom without supervision. Pupils who are ill may be allowed to stay in the main entrance. Only pupils who have specific permission will be allowed to stay in this area.
5. **LEAVING THE SCHOOL PREMISES** – pupils who leave school, without consent or knowledge are putting themselves at unacceptable risk. Pupils who may experience problems during playtimes or dinner times must report their difficulties to the supervising adults on duty, who must take the problems seriously. Pupils concerns will if necessary be followed up by other teachers, or if seriously enough by the Headteacher. Pupils at no time, during the day, leave the site without permission, to go home to parents, relatives, friends, neighbours e.t.c. Pupils who leave the school without authorisation for whatever reasons will always be sanctioned accordingly. Parents and police will be called as the child is a missing person.

Pupils who refuse or choose not to comply with our expectations of them must expect the school to take action against their inappropriate behaviour. We prefer to express our sanctions as consequences. In this way pupils are made to understand that consequences are about choice. A pupil can, therefore, choose or not choose a consequence.

Consequences are **chosen** only if a pupil **chooses** to break the school rules and involve themselves in inappropriate and unacceptable actions and behaviour.

Involving pupils in supporting behaviour

The school operates a Buddy scheme at break times to support younger pupils on the yard. Once again these children are trained with 'Restorative Practice' techniques and are able to support the children on the yard with their problems and are able to help solve conflicts.

Staff Training

All staff have received training in managing challenging behavior and 'Restorative Training'. In addition, Mr Heddwyn Daniel and Mrs Sian Morris , both members of the Senior Management Team have been trained as 'Restorative Practice Agents'.

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.

The 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 enforces the classroom strategies consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record. In the first instance, the class teacher deals with incidents. However, if misbehaviour continues, the class teacher seeks help and advice from the Head of Department, then Deputy then finally the headteacher.

The class teacher, through the SENCO, liaises with external agencies to support and guide the progress of each child.

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 headteacher, under the School Standards and Framework Act 1998, to implement the positive 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 follow County guidelines.

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 refer to school rules and aims in the annual parents evenings.

We expect parents to support their child's learning, and to co-operate with the school. We try 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 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 contact the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 positive behaviour 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.

Fixed-term and permanent exclusions

Only the headteacher (or the deputy headteacher in his/her absence) 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.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. S/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 records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

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 suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Equal Opportunity and Disability

As part of our overarching aim for pupils to fulfill their full potential across the curriculum we will endeavour to ensure that all children are given the necessary support to access learning in this area in line with our equal opportunity and disability scheme.

Review

The governors sub-committee responsible for policies meet annually to review policies.

Signed: Berian Wyn Jones

Date: May 2023