

## Pupil Behaviour and Discipline

Date	Review Date	Coordinator	Nominated Governor
March 2018	March 2020	Mr Neil Clode	Mary Wilson

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage all pupils to develop responsibility for their own, good behaviour. The Governing Body, the Head teacher and all staff strive to ensure that each pupil is free to develop without physical or verbal aggression and where a calm and purposeful atmosphere prevails. Positive behaviour is promoted, acknowledged, shared and celebrated. This creates an environment which optimises learning opportunities whereby pupils and staff feel safe, secure and valued.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

### Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote and celebrate good behaviour.
- To encourage all pupils to develop responsibility for their own, good behaviour.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.

### Procedure

### Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- appointed a coordinator for behaviour and discipline to work with the Headteacher;

- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Headteacher**

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Coordinator**

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- oversee the 'Good to be Green' ethos.
- track pupils through IEPs;
- create links with parents;
- deal with external agencies;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

## **Role of School Personnel**

School personnel are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- Use 'Good to be Green' to celebrate good behavior and sanction unacceptable behavior.
- apply all rewards and sanctions fairly and consistently;
- Send a 'Green' text to parents of pupils that have displayed good behavior that week.
- Contact parents if a red card is issued.
- Ensure red cards are recorded on Sims.
- discuss pupil behaviour and discipline regularly at staff meetings;
- Provide a child-centred curriculum which is broad, balanced and differentiated;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem

## **Role of Pupils**

Pupils are expected to:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- Make every effort to be 'Green'.
- show consideration to others;
- make suggestions about school behaviour via the School Council;
- obey all health and safety regulations in all areas of the school;
- make unacceptable remarks against fellow pupils or school personnel;

## **Role of Parents/Carers**

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions

## **Role of the School Council**

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- devising school rules and sanctions;
- reviewing the effectiveness of this policy with the Governing Body

## **Sanctions**

Sanctions which must be applied fairly and consistently have been devised:

- Good to be green:
  - Verbal warning.
  - Yellow card issued.
  - Verbal warning.
  - Red card issued.
- In the event of a fight or bad language (heard by an adult) an immediate red card will be issued.
- by the School Council and the Governing Body;

## **Exclusion**

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

## **Pupil Support**

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

## **Celebration of Good Behaviour**

- Good behaviour is celebrated at the weekly achievements assembly.
- 'Green' texts are sent out to the parents/guardians of pupils whose behavior has been green all week.

## **Outside Agencies**

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist;
- educational welfare officer;
- Cluster TAPPAS and from

- Social Services

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

### **Monitoring the Effectiveness of the Policy**

Every other year (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

**Signed by chair of governors on behalf of the governing body:**



**Date approved: 20<sup>th</sup> March 2017 (by full governing body)**

**Date of review: March 2020**

**Signed by Head Teacher:**



## Llangewydd Junior School Code of Conduct

A description of responsibilities for all members of the school community

All staff & Governors	Pupils	Parents
We aim to fulfil prescribed professional roles	To support and care for each other	To be aware of and support the school's values and expectations
To be consistent in dealing with children	To respect each others property and work	To support the values and expectations of the school
To encourage the aims and values of the school	To listen to others and respect their opinions	To ensure that children arrive on time each day are collected at the correct time
To have high expectations	To take responsibility of their own actions	To ensure children are well enough to attend school
To meet the educational, social and behavioural needs of the children	To do as instructed by all members of staff (non-teaching and teaching)	To provide the school with a written explanation of the reasons of any absences
To provide an appropriate curriculum	To observe the Code of Conduct at all times	To provide the school with an emergency contact number and to encourage the children to wear a school uniform

## Llangewydd Junior School Code of Conduct

At Llangewydd Junior School we will:

- Care for each other, respecting the feelings, opinions, personal beliefs and property of others.
- Tell the truth
- Be responsible for all our actions
- Always try our best in everything we do
- Tidy up our mess and be responsible for our own property as well as the materials and equipment we use in class
- Make sure that our school is a happy place

### The Ways in which Llangewydd Junior School fosters good behaviour

<b>Low level behaviour management strategies</b>	<b>Positive strategies that are used</b>
Proximity	Green texts sent to parents Certificates given in weekly assembly
Refocusing / diversions	Send to colleagues for praise
Simple directions	Send to headteacher for praise
Rule reminders	Sharing of success with parents House points
Non-verbal signs	
Giving a choice	
Giving a verbal warning of a consequence	
Issue a warning card	
Missing break time	
Phone call home	

### **The ways in which Llangewydd Junior School encourages respect for others:**

- Circle time – developing ‘language of feelings’
- Golden time – rewards for appropriate behaviour
- Sharing skills - ‘news’
- Conflict resolution skills – Peacemakers
- Sports report during assembly
- Themes of assembly

### **Unacceptable behaviour at Llangewydd Junior School**

We divide unacceptable behaviour into three broad bands:

- Level one – misbehaviour that can be effectively managed within a classroom environment by the class teacher – individual children have behaviour books where it is felt appropriate – these travel back and for to school and should be signed by the parent on a daily basis. If misbehaviour cannot be managed by the class teacher – time out in another class at a maximum of between 1 and 2 days.
- Level two – very serious misbehaviour or persistent level one behaviour will result in the formal involvement of Mrs. S. Davies. She will deal with the matter and hopefully this will be enough of a warning.
- Level three – very serious misbehaviour or persistent level two misbehaviour will result in the formal involvement of the headteacher, a behaviour IAP will be set up. If there is no change in the individuals behaviour in one week a meeting will be arranged with the parents and the head teacher to try and resolve the problem
- Level 4 - If the issue remains unresolved the final procedure would be exclusion for a named time.



### Unacceptable Behaviour Described

<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
Not on task	Persistence of level one	Persistence of level two
Disrupting another child, chatting in class	Continual disruption	Major disruption of class activity
Answering back Not taking instruction	Defiance, deliberate destruction of another pupil's work	Dangerous, refused to obey instruction
Careless damage Destruction of property (1 <sup>st</sup> time)	Minor vandalism	Vandalism of school building, property
Verbal abuse, minor bad language	Direct verbal abuse/racial abuse	Abuse, threatening behaviour towards staff / parents
Unsafe behaviour	Threatening behaviour	Aggressive, violent behaviour with intent to causing deliberate injury
Playtime incident (1 <sup>st</sup> time)	Isolated acts of violence – kicking, hitting, thumping biting etc	Violence hitting, kicking, fighting
Telling lies/getting others into trouble	Refusing to tell truth	Persistent refusal targeting others

#### Level 4

Head contacted, who informs parents, behaviour IAP unsuccessful, and exclusion for temporary fixed term is considered in consultation with the governing body.

The exclusion procedure will be:

- Parent is contacted and invited to school to discuss the situation
- Child is given a fixed period of exclusion from school (this can be up to 21 days each year)
- LEA, parent and Chair of Governors is informed by letter
- Child and parents has a meeting with the head teacher on his/her return to school
- Behaviour is monitored during the return to school process-regular reports sent to parents in relation to behaviour

## **Behavioural Additional Learning Needs**

In the case of children identified as having 'behavioural special needs' the school, acting in partnership with the parents of the child concerned, will draw up an individual action plan, linked to Bridgend behaviour IEP

This plan will be designed to deliver improvements in the child's behaviour over a specified period of time. While this may involve a more serious interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged.

This will form part of the reviews system currently ongoing with other children.

## **Llangewydd Junior School Positive Behaviour Policy**

We are aware that we share responsibility with parents for children in our care, and make every effort to provide the care that any responsible parent would be expected to give.

Parents play the most important role in teaching about ways of behaving. At school we reinforce positive attitudes, courtesies and disciplined behaviour that children begin at home. We aim to ensure that positive behaviour is rewarded: inappropriate behaviour is dealt with fairly and firmly. The School Code of Conduct is framed in such a way as to encourage and reinforce courteous and civilised behaviour – every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviour.

### **Playground Behaviour**

A book to record unacceptable behaviour will be kept in the staff room and it is the responsibility of the teachers on duty to collect the book at the beginning of each playtime session.

Names that are recorded in this book are for serious offences.

- Examples of bad behaviour
- Kicking, swearing, fighting, shouting out.
- Persistently running on the mud after being told not to.
- Not listening to the teachers on duty
  
- Level one – verbal warning
- Level two – name recorded in book on more than one occasion and a break time is spent in the hall under supervision. The child concerned will record their misbehaviour.
- Level three – to see the headteacher – behaviour IEP is set up
- Level four – if the IEP is broken a meeting is arranged with the parents to discuss possible resolutions. The ultimate sanction is exclusion.

To balance this with a positive approach to good behaviour in the yard stickers will be given out to those who are behaving plus house points will be awarded.