

Ysgol Bro Famau
Llanarmon-yn-Ial Unit
Eryrys Road
Llanarmon-yn-Ial
CH7 5TB
Tel. (01824) 780722



Ysgol Bro Famau
Llanferres Unit
Ty'n Llan
Llanferres
CH7 5SP
Ffon. (01352) 810242

Statutory Policy

2.1S Pupil Discipline Policy



Date Reviewed and Adopted

Date of Next Review

Signed

Signed

Chair of Governors

Headteacher

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Revision Log

Rev	Date	Reason
1.0	Nov 2013	Initial Issue
2.0	22/10/16	Periodic Review and Revised Format

1. Introduction

As a school, we aim to develop a positive climate based on a quiet yet firm insistence on high standards of behaviour. We believe that without a strong commitment to good discipline, effective teaching and learning cannot take place. It is vital that parents support our policy for the benefit of the pupils.

We expect the children to behave in a responsible manner both to themselves and others, showing consideration, good manners, courtesy and respect for other people and property.

We believe:

- in having a positive approach to discipline which emphasises and encourages the values of equality, respect, self-discipline and self-esteem. Essential to our way of life at Ysgol Bro Famau is that the school community is one which cares and fosters mutual respect for people, property and the environment.
- that we should foster good behaviour not only in the school environment, but also in the wider community.
- that by working closely with parents and adopting a shared approach, unacceptable behaviour by pupils can be challenged positively, though we recognise that at times certain sanctions will have to be imposed.
- that a basic set of ground rules, common to each classroom, effect consistency and continuity.
- in praising pupils' successes and emphasising their potential rather than focusing on their failures and shortcomings.
- we aim to promote good behaviour through a well organised curriculum catering for the individual needs of the child.
- the quality of the curriculum.
- lively and stimulating teaching.
- attractively displaying the children's work.
- showing that pupils' efforts are valued and that progress really matters.
- ensuring that pupils are adequately supervised and monitored throughout the school day.

2. Aims of the Policy

Our school aims to:

- encourage a calm, purposeful and happy atmosphere within the school.
- foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- make boundaries of acceptable behaviour clear, to ensure safety.
- raise awareness about appropriate behaviour.

- help pupils, staff and parents have a sense of direction and feeling of common purpose.

3. Responsibilities

In order to promote the Behavioural Aims of the school, there is a responsibility expected of the following Groups:

3.1. Staff

We aim to promote good behaviour through:

- a well organised curriculum catering for the individual needs of the child.
- the quality of the curriculum.
- lively and stimulating teaching.
- attractively displaying the children's work.
- showing that pupils' efforts are valued and that progress really matters.
- ensuring that pupils are adequately supervised and monitored throughout the school.

3.2. Children

We aim to promote good behaviour by:

- working to the best of our ability and to allow others to do the same.
- treating others with respect.
- following the instructions of the school staff.
- taking care of property and the environment in and out of school.
- co-operating with other children and adults.

3.3. Parents

We aim to promote good behaviour by:

- making our children aware of appropriate behaviour in all situations.
- encouraging independence and self-discipline.
- being aware of school rules and expectations.
- supporting the school and fostering good relationships through involvement in all aspects of our children's education.

4. Rewarding good behaviour

Good discipline in school depends upon all members of staff playing their part in setting and reinforcing the same levels of care and discipline, so that continuity and uniformity may be reached.

At Ysgol Bro Famau, we use a whole school Traffic Light System which monitors behaviour. This is linked to our Golden Rules and Golden Time. This is monitored regularly.

Significant incidences of breaking the Golden Rules is recorded in the class behaviour book by a member of staff following discussions with the child involved, which is monitored termly. Serious incidents will be immediately referred to the head teacher for further investigation, the head teacher will determine whether it is appropriate to take immediate evidence from other pupils and staff members.

4.1. Our Golden Rules

1. WE ARE KIND AND GENTLE
2. WE TAKE PRIDE IN ALL THAT WE DO
3. WE RESPECT OTHERS
4. WE LISTEN TO OTHERS AND WAIT OUR TURN
5. WE KEEP HANDS, FEET AND OBJECTS TO OURSELVES
6. WE LOOK AFTER PROPERTY

4.2. Positive Reinforcement of Good Behaviour

It is vitally important to recognise and reward good behaviour in school.

Positive reinforcers are:

- PRAISE AND ENCOURAGEMENT - verbal encouragement from the teacher is an excellent reward and incentive for the child.
- REWARDS - should be used, e.g. stars/stickers, good comments on work, work-stamps, etc.
- COMMENDATIONS/PRAISE in assemblies.
- CERTIFICATES to recognise achievements, and also to recognise good behaviour, attitudes, etc. These include Child of the Week.
- DISPLAYS of children's work.
- TOCYNNAU DA IAWN- used as an incentive for good behaviour.

5. Sanctions

"Schools must maintain discipline and good conduct to secure an orderly learning environment so that teaching and learning can take place. Schools will, therefore, need to adopt a range of strategies, including exclusion, to ensure they are providing an appropriate environment for all pupils."

Ref : Pupil Support and Social Inclusion, National Assembly for Wales, Circular 3/99 paragraph 6:3

Strategies adopted at Ysgol Bro Famau may include, for example:

- reprimand by the teacher
- removed to work away from his/her peers
- being sent to the Head teacher for a reprimand.
- loss of break or lunch-time privileges to carry out a useful task in school with supervision.
- loss of Golden Time
- letter of Concern sent to parents (up to 3 warnings).
- letter of Unacceptable Behaviour. Parents invited to school to discuss with Head teacher and Class teacher.
- withholding privileges, such as participation in school trips or school events, where these do not form an essential part of the curriculum.

6. Exclusions

Only the Head teacher, or acting Head teacher, in consultation with the Pupil Discipline and Exclusions Sub-Committee, has the power to exclude a pupil from the school.

A decision to exclude a child for a fixed period or permanently should be taken only:

- in response to serious breaches of a school's Behaviour and Discipline Policy; and
- once the range of alternative strategies set out in the guidance have been tried and have failed; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school.

In the interests of fairness, the pupil facing possible exclusion will be interviewed and given an opportunity to comment on what has occurred, and give their version of events.

If the Head teacher is in any doubt about whether the pupil was responsible for the incident(s) which have initiated the sanction, then exclusion as a disciplinary sanction will not be used.

7. Related Policies

This Behaviour Policy does not stand alone.

Other School Policies are also instrumental in effecting good discipline, namely:

- Policy 2.2S "Anti-Bullying Policy"
- Document 2.9 "Home/School Agreement"
- Policy 2.13S "Attendance Policy"
- Policy 1.7 "Physical Intervention and Use of Restraint Policy"

8. Review

This policy will be reviewed every three years or sooner as appropriate. Earlier reviews will occur if there are any significant changes to the school circumstances.