

YSGOL BRO FAMAU



Behaviour and Discipline Policy

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Mission Statement.

'At Ysgol Bro Famau we aim to provide a happy, caring, secure and stimulating environment in which all members of the school community can grow and learn together to achieve their full potential.'

Introduction

This document is a statement of the aims, principles and strategies for behaviour and discipline at Ysgol Bro Famau. LA guidelines have been taken into consideration in the formulation of this policy and the school works very closely with the LA Behaviour Support Team. It was reviewed during the Autumn term 2019 through a process of consultation between all members of the school community including teaching and non-teaching staff, governors and pupils.

It will be approved by the Governing Body in the Autumn Term 2019. This policy will be reviewed in the Autumn of 2020.

Purpose of the Policy

The Behaviour and discipline policy should be read in conjunction with the aims and objectives of the whole school which are set out in the Annual School Prospectus. Together these establish the general ethos of the school.

This document will provide a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

Aims

Our aims for behaviour are that all children will:

- Follow the Golden Rules
- Be caring and respectful to others.
- Be tolerant and understanding with consideration for the rights, views and property of others.
- Develop a responsible and co-operative attitude towards work.
- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- Take a pride and responsible interest in caring for their environment.

Principles

Every child has the right to learn and no child has the right to disrupt the learning of others. The establishment of an appropriate ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of LA, governors, parents and others in the community.

Responsibilities

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- Treating children and adults as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well ordered environment in which all are fully aware of behavioural expectations.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Rejecting all conduct involving bullying or harassment.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- Working as a team, supporting and encouraging one another.
- Welcoming all visitors to our school.

The Senior Management Team (Governors, Head Teacher, Senior Management Team) work towards the school's aims by:

- Taking a lead in the establishment of a positive school ethos.
 - Promoting the Golden Rules
- Taking responsibility for devising and implementing a Teaching and Learning Policy which acknowledges its influences on pupils' behaviour and motivation.
 - Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken.
- Recording and monitoring attendance and punctuality and responding firmly when either is poor.
- Recording and reporting incidents of serious misconduct
 - Taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified.
- Encouraging community use of school facilities to increase local involvement and commitment.

All staff work towards the school's aims by:

- Following and promoting the Golden Rules
- Adhere to the consistent expected behaviours for staff as agreed by all staff.

Namely:

1. Be respectful towards all members of the school community at all times.
 2. Be present in the school corridor during the school day and greet everyone with a smile
 3. Be good role models at all times
 4. Be punctual at all times
- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
 - Recognising and being constantly aware of the needs of each individual child according to ability and aptitude based on very good liaison with previous class teacher.
 - Enabling children to take increasing responsibility for their own learning and conduct by developing independence.
 - Ensuring that learning is progressive and continuous.
 - Being good role models - punctual, well prepared and organised.
 - Taking quick, firm action to prevent one child inhibiting another's progress.
 - Working collaboratively with a shared philosophy and commonality of practice through liaison, planning and co-operation.
 - Providing Time out opportunities for those pupils with identified needs.
 - Providing pupils with strategies to help deal with their behavioural difficulties

Pupils work toward the school's aims by:

- Adhering to Ysgol Bro Famau Rules which are the Golden Rules
- Adhering to the consistent expected behaviours as created and agreed by all children.

Namely:

1. Quiet voices in the school hall
 2. Walk around the school quietly
 3. Be polite – say please and thank you, open doors and let others pass in the corridors
 4. Be prepared for all lessons
 5. Keep all corridors clear
- Attending school in good health maintained by adequate diet, exercise and sleep.
 - Attending school regularly.
 - Being punctual and ready to begin lessons on time.
 - Being organised - bringing necessary kit, taking letters home promptly, returning books efficiently.
 - Showing an awareness of school's mission statement, rules and aims.

- Contributing to the development of the school's code of behaviour.
- Conducting themselves in an orderly manner in line with this code.
- Trying to adopt the strategies suggested to improve their behavioural skills.
- Taking growing responsibility for their environment and for their own learning and conduct.

Parents work toward the school's aims by:

- Ensuring that children attend school in good health, punctually, and regularly (this involves taking holidays only out of term time wherever possible).
- Encouraging all pupils to wear the required school uniform and to come to school in a neat and tidy fashion and to be proud of their appearance as a pupil of Ysgol Bro Famau.
- Providing prompt notes, email or phone call to explain all absences.
- Providing support for the discipline within the school and for the teacher's role.
- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in discussions concerning their children's progress and attainments, cooperating with and contributing to home school message books and target behaviour books. Attending Open Evenings.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- Taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework and hearing reading.
- Allowing children to take increasing personal and social responsibility as they progress throughout the school.
- Accepting responsibility for the conduct of their children at all times.

Procedures

For ensuring involvement of all members of the school community include:

- Regular meetings of representatives of teaching and non-teaching staff to review behaviour issues.
- A planned programme of professional development for teachers, classroom assistants, midday supervisors and administrative staff when needed
- L.A. Governor training.
- Frank and open debate about behaviour at governors' meetings.

For developing good partnership with parents include:

- Regular informal contact with teachers who are always accessible to parents before and after school when convenient.

- Class assemblies, to which parents are invited.
- Good communication channels including weekly newsletters from school, school website and Twitter
- Bi-annual parents' evenings (October and March) with opportunity to discuss their child's report at the July Open Evening.
- A programme of productions, and PTFA fund raising events.
- An induction programme for children entering Foundation Phase Nursery, Foundation Phase Reception and Key Stage 2.
- Welcoming parents into the classroom, both on a regular basis (to offer support with reading, for example) and for occasional demonstrations or discussions (e.g. workshops).
- Welcoming other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities.
- A clear policy for children with Additional Learning Needs which involves parents from School Action and stages above. (See Additional Learning Needs Policy) Individual Educational Behaviour Plans are written for behaviour (I.B.Ps)
- A procedure for the monitoring of homework and parental support with reading, involving a book which is signed by parents.

For providing children with opportunities to discuss appropriate behaviour include:

- A programme of Personal and Social Education designed to promote mutual respect, self-discipline and social responsibility. Please refer PSE Policy.
- A programme of Health Education which includes work on relationships and feelings.
- Visits by PC Llinos.
- A programme of Religious Education which includes ethical and moral issues (see RE Policy).
- Circle Time, a forum for discussion used in every classroom at least once each week at FP and when appropriate in Key Stage 2.
- The compilation of a set of Rules to begin the School Year by each class at the beginning of the Autumn term.
- School Council meetings.
- Buddies.
- One to one pastoral support when required. (Pili Pala)
- Behaviour support meetings.

For promoting desirable behaviour include:

- Staff offering guidance to children including praise and encouragement, rewards such as blocks in the jar, stickers

- The provision of a curriculum designed to stretch and engage each child.
- Classroom organisation which facilitates independent learning.
- The encouragement and appreciation of children who act as positive role models.
- Collaborative work within classes and across year groups which helps to develop good relationships –Buddies,
- The award of Star of the Week/Headteacher’s award for each class across the school for good work and behaviour is recognised in services, Tarian to be sent home with a book.

For eliminating undesirable behaviour include:

- Clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of, all teaching and non-teaching staff.
- A schedule of sanctions for undesirable behaviour – pupils will have to discuss their behaviour with the member of staff and the class teacher, Teacher in Charge, Headteacher, depending on severity of the incident. Loss of part or all of Golden Time
- Raising the profile of Support staff, MDSAs, Canteen staff and Buddies
- Conscientious supervision of pupils at all times.
- Rapid and stringent response to incidents of bullying and racial or sexual harassment.
- Appropriate staffing levels at break and dinner times.
- Involvement with outside Agencies (particularly Behaviour Support) if needed.
- A readiness to tackle persistent behavioural problems through the Additional Needs procedure (see Additional Needs Policy)
- Staff Training when available.

For promoting care of the physical environment include:

- Display of children's work to enhance the environment, engage children's commitment to the environment and increase self-esteem.
- Involvement of children, parents, governors and representatives of the wider community in the planning, and, where practical, the implementation, of developments to the school environment.
- The commitment of Friends of Ysgol Bro Famau funds to develop the school environment.
- The work of the caretaker who is able to respond rapidly to rectify any damage.

School Rules and Procedures.

Introduction

Staff at Ysgol Bro Famau decided that we needed a policy which incorporates a system of rules and procedures which underpin it. We feel that our main aim is to promote good manners at all times, and in order to achieve this we must devise a set of rules, consequences and rewards which will enhance the children's academic and social skills.

Qualities to be encouraged at Ysgol Bro Famau include:-

- being fair, caring and sharing
- caring for others and treating each other with respect
- listening to and valuing the opinions of others
- developing self-confidence
- increasing self-esteem.
- Looking after the school and the environment

These skills, once gained should enable the children to become independent learners.

Attitudes of pupils, teachers and parents also play a significant role in maintaining good discipline, and we feel that by producing a set of school rules a partnership can be developed, which will assist the children to acquire a high standard of behaviour.

Aims and Objectives

1) To develop the following skills amongst the children:-

- good manners and common courtesy
- self-respect/esteem and respect for others
- self-discipline
- realisation by the children that they are responsible for their own behaviour and its consequences
- care for school environment and property
- to keep safe at all times.

2) To maintain high expectations of behaviour through discussion of school rules, and making class rules with the children.

3) To provide an organised, safe environment.

4) To ensure supervision at all times.

5) To inform parents of rules and procedures, and to notify them if any problems arise.

6) For teaching and non-teaching staff to be mutually supportive, and to promote the status of the lunchtime supervisory staff.

Our Golden Rules (School Rules)

In order to achieve the above aims and objectives the school has adopted the Jenny Moseley 'Golden Rules' approach. All staff understand the approach necessary for whole school continuity.

The rules are on display in every classroom and in the corridors.

- 1) We are kind and gentle
- 2) We work hard and take pride in all that we do
- 3) We respect others
- 4) We listen and wait our turn
- 5) We are honest
- 6) We look after property
- 7) We keep our hands and feet and objects to ourselves.

Rewards

Whilst we feel that we need consequences to any behavioural problems for a few children, we also feel the need to reward the many children who behave well at all times. Children at Ysgol Bro Famau will be rewarded in a variety of ways. Good behaviour is always encouraged and acknowledged in the following ways; use of stickers, choosing activities, star of the day/week, pupil of the week, Headteacher's Award notes home to parents (this is not an exhaustive list).

Consequences

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. Traffic lights are displayed in every class and After School Club.

If a child breaks a Golden Rule, it will be discussed with the child and they will receive a verbal warning. If they break the rule again, a final warning is given and if they break the rule again, they are moved to orange on the Traffic Lights.

If they break the rule again they will be moved to red and there will be a consequence of a loss of a given amount of playtime/Golden Time, to be dictated by the teacher.

If a child deliberately hurts another child, they will be moved straight to red and the teacher/Teacher in Charge/Headteacher will decide the sanction.

There may be slight variations between year groups and children are made aware of their expectations at the start of every school year and reminded regularly.

For children who persistently misbehave in the classroom, the following may also occur:-

- a) Class teacher will discuss the behaviour with the child.
- b) The behaviour will be reported to the Teacher in Charge.
- c) A discussion in person or over the phone informing parents of child's behaviour.

- d) If behaviour problem persists, the Headteacher will be informed. Parents may be asked for a meeting to discuss the problem.
- 2) If a child does not complete work on occasions, we may keep children in at break time to complete unfinished work.
- 3) Children who constantly forget to bring books/work/PE Kits from home will receive a letter informing parents.
- 4) Children who run instead of walking along corridors will be asked to stop, go back to a given place and walk. They will be observed by a member of staff.
- 5) Children who persistently run along corridors will be escorted to their destination by a member of staff.
- 6) Children who are seen to drop litter will be told to pick the litter up. Persistent littering may result in a loss of Golden Time.
- 7) Children who play in or around toilets will be encouraged to use them properly.
- 8) Children who behave inappropriately at playtime will be asked to sit on the bench and have 'Time Out' or be sent in to school.
- 9) Children who are late for school need to sign in. a letter will be sent to parents if children are persistently late. If this continues, the Inclusion Welfare Officer will be informed.
- 10) Parents are informed termly of their child's attendance. Attendance is monitored closely by the Headteacher, Senior Management Team and Governors. The school follows the Denbighshire Attendance policy and follows the steps outlines in the policy. Any concerns are referred to the Inclusion Welfare Officer.
- 11) Any damage caused to school property which is not accidental will be paid for by the offending child or children.
- 12) If a child is found to have been bullying on line, a preliminary investigation will take place by the Teacher in Charge /or SMT and parents will be informed.

Serious Misbehaviour

Serious types of misbehaviour such as verbal/physical bullying, stealing or swearing will be dealt with as follows.

- 1) First incidence will be dealt with by class teacher.
- 2) On second/third occasion the child will be sent to the Teacher in Charge or Headteacher, who will if necessary inform parents.
- 3) Depending on the seriousness of the misbehaviour, it may result in a warning of exclusion followed by a period of exclusion if a further serious incident takes place. As most serious types of misbehaviour occur in the playground, if the behaviour becomes persistent we may inform parents and give them one week's notice to find alternative arrangements for the child during the lunchtime break for an agreed period of time. When the child returns following exclusion, any further incidents will be referred to Inclusion Welfare Officer or the Local Education Authority. If there is persistent and continued Serious Misbehaviour the school will involve external agencies e.g. Behaviour Support/Outreach.

If there is no improvement the parents will be asked to sign an acceptable Behaviour Contract

School Trips and Visits

Any child who repeatedly misbehaves may be excluded from such visits. The final decision will be made by the Headteacher in consultation with class teacher and Teacher in Charge. A letter will be sent home prior to visit. The child will still be expected to attend school. Alternative arrangements will be made for their continued education.

Review

The Head teacher, Teachers in Charge, Staff and School Council will review this policy in the Autumn Term of 2020.

Any suggested amendments will be presented to the Governors for their discussion at their Curriculum meeting in Autumn 2021.



Appendix A

Travel Behaviour Code

Your safety is very important. You must behave responsibly and safely when travelling to and from school. If you get a bus to school, you must also follow the rules in the School Bus Travel Behaviour Code. If you do not follow this Code, for your own and others' safety, local authorities and schools can take action against you. This might involve taking away your right to school transport and even excluding you from school.

Your Responsibility	Your Safety	Your Rights
<ul style="list-style-type: none"> • Always respect others, including other pupils, drivers and the public. • Always respect vehicles and property. • Always be polite. • Never drop litter. • Always obey the law 	<ul style="list-style-type: none"> • Always behave well when travelling. • Always follow the driver's instructions when travelling. • You must not distract drivers. • Always cross the road safely and sensibly. 	<ul style="list-style-type: none"> • To be safe when travelling. • To be treated fairly and with respect. • To tell someone if somebody or something is causing you problems. • Not to be bullied or picked on. • Please tell a teacher, parent or driver about any bad behaviour or bullying you see.
<p>Please tell a teacher, parent or driver about any bad behaviour or bullying you see.</p>		



Appendix B

YSGOL BRO FAMAU

ACCEPTABLE BEHAVIOUR CONTRACT.

This contract is made on _____ between Ysgol Bro Famau and _____

I will try:

1. _____
2. _____
3. _____
4. _____

This contract allows you to have five chances. If you misbehave five times then the school may instigate a managed transfer to another primary school. This may include 1 major incident or 3 minor incidents

1.	2.	3.	4.	5.

DECLARATION I confirm that I understand this contract and the consequences that happen if I do not keep to it.

Signed _____

WITNESSED

Signed _____ Headteacher

Signed _____ Teacher

Signed _____ Parent