

# Ysgol Penyffordd



## Polisi Disgyblaeth ac Ymddygiad Discipline & Behaviour Management Policy

Cariad at ddysg.  
A love of learning.

## Aims of the Policy

Ysgol Penyffordd aims to:

- Produce learners who are: motivated and effective; increasingly independent; able to make use of new technologies; able to learn and apply new skills effectively throughout their lives.
- Provide a commitment to securing the basic skills of literacy and numeracy for every child
- Create an interesting and stimulating environment which reflects our values and promotes a sense of community as well as an individual sense of self worth
- Develop a community of life-long learners where access to knowledge is a right and a recognised achievement
- Provide learning experiences that will allow all pupils equal opportunities to develop their thinking and creative skills
- Encourage the partnership with parents/carers and foster positive links with the community
- We believe the most effective way of achieving these aims is through the promotion of: inquiry and curiosity, enthusiasm and challenge, sharing and learning together, the acceptance and embracing of differences, openness, self respect and persistence

## Responsibilities

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

### (i) 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.

All behaviour is communication. All staff have a collective responsibility for ensuring appropriate behaviour in school. Staff should communicate well with each other to ensure that incidences of inappropriate behaviour are dealt with appropriately and staff and parents are informed where necessary. Individual behaviour plans should be shared with all staff including mid-day supervisors. Rewards and sanctions are the responsibility of all staff.

(ii) **Children**

We aim to promote good behaviour by: -

- Following the code of conduct and Penyffordd Way
- 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.

(iii) **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.

**Code of Conduct**

Each one of us at Ysgol Penyffordd is expected to: -

- Be ready, respectful and safe.

In order to support this behaviour we will follow the Five Pillars of Pivotal Behaviour:

- Consistent, calm, adult behaviour
- First attention to best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up

**Positive Reinforcements to Reward Appropriate Behaviour**

Positive behaviour 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.

It is vitally important to recognise and reinforce appropriate behaviour in school.

Positive reinforcers are: -

- **FIRST ATTENTION TO BEST CONDUCT** - acknowledgement from a staff member is an excellent reward and incentive for the child.

- **REWARDS** - should be used e.g. stickers, positive comments on work, work-stamps etc.
- **COMMENDATIONS/PRAISE** in assemblies, for example, The Penyffordd Way, Seren Yr Wythnos and Work of the Week
- **PRAISE** by direct contact with parents
- **CERTIFICATES**, for example, Headteacher's Award
- **DISPLAYS** of children's work.
- **DOJOS** - used as an incentive for appropriate behaviour. Totals are made each week to find the winning class and they receive recognition in an assembly.
- **ABOVE AND BEYOND BEHAVIOURS** - desired behaviours are highlighted in class

### **Action**

"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".

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

Actions to address inappropriate or distressed behaviour:

- A reminder (verbal "I have noticed... I need you to... Thank you for...")
- Spending time with other trusted adults which may diffuse the situation
- Loss of part of playtime / lunchtime
- The Head Teacher or a Deputy Head Teacher may meet with the child depending on their conduct
- If the incident is deemed serious enough a member of staff will phone parents

Consistent or severe misbehaviour may result in an IBP or fixed term exclusion being considered.

### **Restorative Justice**

When there is a dispute about a child's behaviour ie. A child or children disagree about an incident, witnesses will be sought. All children involved will be asked to give their version of events. This is usually a verbal recount although at times we may ask for a written record if the child is able to do so.

Sometimes, this will take place during lesson time if the incident involves physical harm to a child. In those instances, a child may be asked to speak to an adult or write their account. This is to allow them to think carefully about the details of the incident as the classroom atmosphere can be distracting. Children will be asked to reflect carefully on the incident and write as truthfully as possible, particularly if a number of witness statements contradict theirs.

Children who have been found to have treated another child or a member of staff in a disrespectful way, verbally or physically will be asked to apologise to the child or adult, if they haven't already done so. We would ask that the parent would support restorative justice and speak to their child at home to reinforce the school's actions.

### **Exclusions**

Only the Head Teacher, or Deputy Head Teacher, has the power to exclude a pupil from the school.

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

- In response to serious breaches of a school's discipline and behaviour policy ie. Physical aggression/ causing harm to another child or adult/ defiance of adults  
And /Or:

- Once the range of alternative strategies set out in the guidance have been tried and have failed

And/ Or

- 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 may be interviewed if they are willing and able to communicate, and given an opportunity to comment on what has occurred and, if necessary, to give his or her version of events. Witnesses will also be questioned to establish a broader picture of the event.

If the Head Teacher is in any doubt about whether the pupil was responsible for the incident, then exclusion as a disciplinary sanction will not be used.

A child may be excluded on a fixed-term or permanent basis for one or more of the following reasons. \* A decision will be made on a pupil by pupil basis.

- Violence to staff
- Violence to pupils
- Defiance which may cause harm to themselves or others
- Disruptive behaviour
- Substance misuse
- Bullying
- Racial Harrassment
- Sexual Harrassment
- Damage to property
- Verbal Abuse
- Threatening / Dangerous behaviour
- Possession / use of a weapon
- Theft

Parents should be informed by a telephone call and a face-to-face meeting. If the exclusion is longer than 5 days, the parents have the right to make representation to the School's Governing Discipline Committee.

## Transfer of Information

The Castell Alun consortium of schools have agreed to transfer information relating to formal disciplinary matters to the High School.

## Record Keeping

- **School Records** - Persistent or extreme misbehaviours should be recorded using CPOMs and the Head Teacher should be informed. Children will sometimes be asked to write their version of events, if they are able. Parents may be contacted to discuss behaviour and a home/school behaviour plan may be put in place.
- **Individual Behaviour Plans** may be written in conjunction with a child and their parents/guardians following a severe or persistent bout of inappropriate behaviour.
- **One Page Profiles** - these are used to support the child's learning, informing staff and supply teachers about which strategies are more effective with certain children.
- **Referral to Other Agencies** - where steps have been put in place to improve a child's behaviour (IBP, meetings with parents) a referral may be made to the Behaviour Support Team or other agencies. Where necessary a member of the team may meet with staff members and parents and may observe the child in school before agreeing on a way forward.

## Related Policies

This Behaviour Policy does not stand alone.

Other school Policies are also instrumental in effecting appropriate behaviour, namely:

- Anti-Bullying Policy
- Home/School Agreement
- Attendance Policy
- Positive Handling and Restraint Policy

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

*M. Rothero*

Date approved: June 2022  
(by full governing body)

Date of review: June 2023