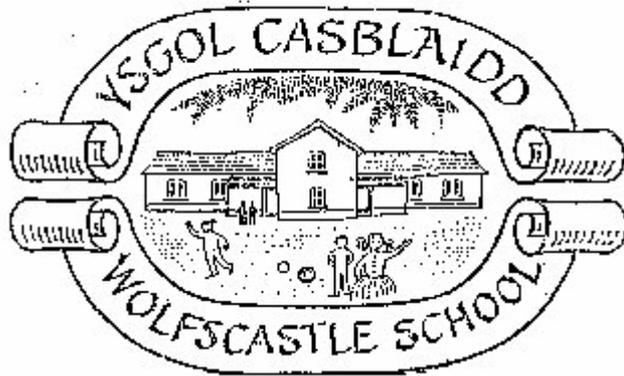


Wolfscastle CP School

Ysgol Casblaidd



Behaviour

and Discipline

Policy

“Dyro dy law i mi ac fe awn i ben y mynydd”

Wolfscastle CP School

Behaviour and Discipline Policy

Introduction

We are very proud of the standards of behaviour at Wolfscastle School. Visitors often comment about the courtesy, helpfulness and exceptional good behaviour of our children. The same can be said whenever Wolfscastle school children attend school trips, sports matches, community events etc.

- This policy document is a statement of our aims, principles and strategies for encouraging good behaviour at Wolfscastle School
- LA guidelines have been taken into consideration in the formulation of this policy
- It was developed through a process of consultation between all members of the school community including the teaching and support staff, governors, parents and pupils

Purpose of this Policy - This document provides 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 the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

At Wolfscastle School we strive to:

- Encourage a trusting and caring environment.
- Create a positive atmosphere so that the children feel safe and secure and can develop self-discipline and self-esteem.
- Ensure each child in the school is equally valued by all, irrespective of class, age, race, gender and disability.

It is the primary aim of Wolfscastle CP School that every member of the school community feels 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.

The school has a number of school rules, but the primary aim of this policy is not a system of enforced rules. It 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.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community. We will make the school policy available to parents and to encourage them to promote positive behaviour, working in partnership with the school.

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 behaviour, rather than merely deter anti social behaviour.

AIMS

Our aims for behaviour are that all children will:-

- Be tolerant and understanding with consideration for the rights, views and property of other.
- Develop a responsible and co-operative attitude towards their roles in society.
- 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.
- Show respect for others, the environment and for ourselves.
- Be able to distinguish between right and wrong.
- Encourage children to discuss aspects of their behaviour and that of others and to make suggestions to improve their own behaviour or the behaviour of others.
- Be able to understand the system of rewards and sanctions and to enable them to measure how their skills and attitudes are improving.

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 process of co-operative teamwork and the school welcomes and encourages the involvement of LA, governors, parents and others in the community.

School Expectations

At the beginning of every school year staff and children discuss the "Rhowch i mi 5", "Give me 5" strategy which complements our positive expectations on behaviour and respect. This will lead to the development of a set of Golden Rules rules which may be clearly displayed.

All children and adults will be expected to uphold them. There needs to be common expectations of behaviour within every class to enable the children to develop personal and social skills and to help them to acquire positive attitudes to learning.

In accordance with the Golden Rules, we expect pupils to be polite, courteous, honest and truthful at all times. Also to:

- Listen when someone is talking in class.
- Respond the first time a request is made.
- Respect a teacher's decision as final.
- Work and play constructively with others.
- Take turns and share.
- Respect others different opinions.
- Find ways to settle disputes quickly.
- Be truthful about their own actions and those of others.
- Work independently and responsibly.
- Follow instructions.
- Complete tasks in the time given.
- Respect the school environment, including school and personal property.
- Walk carefully and quietly around the inside of our school.
- Be sensible when using the cloakroom, toilet, library and other areas.
- Leave areas tidy after use.
- Never take other children's things without their permission.

Lunchtime and Breaktime Behaviour

Class values apply at all times during the school day both in and out of the classroom:

- Listen to instructions given by adults and respond immediately.
- Behave sensibly at the table and do not walk around the dining hall without permission.
- Help others when you can.
- Line up sensibly and quietly.
- Play with thought and consideration for others.

Behaviour on School Transport

The school expects the high standards of behaviour demonstrated by the pupils during the school day to adhere to their behaviour on all school transport. Pupils who travel to school by bus should show respect to the driver, to the bus operator's property and to all who travel on the bus. In accordance with the Wales Travel

Behaviour code, the school may temporarily or permanently exclude pupils from transport provision if their behaviour is deemed unacceptable.

Rewarding Good Behaviour

We praise and reward children for good behaviour in a variety of ways. Teachers congratulate and praise children at every opportunity.

Rewards are awarded for:

- Sustained or improved effort.
- Attentive listening.
- Co-operative work with others.
- Being, kind, honest and polite.

Ideas for rewards include:

- Stickers.
- Star charts.
- Happy faces.
- Golden time.

Dealing with Inappropriate Behaviour (Sanctions)

Wolfscastle School has rules which are applied consistently across the whole school. Appropriate sanctions are applied for those children who do not meet the agreed expectations of the class and/or school.

Incidents of bullying or seriously inappropriate behaviour are recorded. It is very important that only those incidents that are actually seen by a member of staff, or a child admits to are to be recorded.

Serious incidents are reported to the Headteacher. Serious incidents include:

- Biting, kicking, punching or any form of physical assault towards a member of staff or another pupil.
- Any form of bullying.
- Use of foul language
- Damage to school property.

Any mitigating circumstances leading up to serious incidents should be thoroughly investigated, recorded and reported.

At the Headteacher's discretion the parents may be informed. We make every effort to inform parents of any behaviour incidents as part of our close working partnership with parents.

Restraining Pupils

Staff can use reasonable force to control or restrain pupils. However, they should be mindful that there is **no** legal definition of reasonable force. The only situations in which reasonable force may be appropriate are as follows:

- Self defence.
- Averting injury to another pupil or significant damage to property.
- In dealing with a pupil who is behaving in a way that is compromising good order and discipline.

If reasonable force is required members of staff are advised to make sure they have another adult with them.

Behaviour Contracts

Where children find managing their behaviour difficult or their behaviour is continually rude, aggressive, insolent, disruptive to class etc. a behaviour contract may be established between the Headteacher, class teacher, parents and the child. The contract will include targets, sanctions and rewards relevant to that child and his/her behaviour.

In these situations we work very closely with the Pembrokeshire Behaviour Support Service.

Daily notes are recorded by the class teacher about the child's behaviour and a 'Home/School Behaviour Diary' may also be used if appropriate. Entries written in the diary should include both positive and negative instances of behaviour/progress. Any improvements in behaviour are recorded and rewarded.

Fixed-term and Permanent Exclusions

Only the Headteacher has the power to exclude a pupil from school.

Fixed term exclusion will only be used where there has been a serious physical assault towards staff/pupils or persistently aggressive, rude or disruptive behaviour.

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 the 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 L.A 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 exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the L.A 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.

Roles and Responsibilities

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

- Esteeming 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.
- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging one another.

The Headteacher, with Governors and teaching staff, work towards the school's aims by:-

- Taking a lead in the establishment of positive school ethos.
- Taking responsibility for devising and implementing a Teaching and Learning Policy which acknowledges its influences on pupil's 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 reporting attendance.
- Taking active steps to ensure that buildings and grounds are well maintained and that any damage is quickly rectified.
- Encouraging community use of the school facilities to increase local involvement and commitment.

In the Classrooms, teachers work towards the school's aims by:-

- 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.
- Enabling children to take increasing responsibility for their own learning and conduct.
- Ensuring that learning is progressive and continuous.
- Being good role models i.e. punctual, well prepared and organised.
- Taking quick, firm action to prevent one child inhibiting another's progress.
- Providing opportunities for children to discuss appropriate behaviour.
- Working collaboratively with the shared philosophy and commonality of practice.

Pupils work towards the school's aims by:-

- 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 kit, taking letters home promptly, returning books efficiently.
- Contributing to the development of the school's code of behaviour.
- Conducting themselves in an orderly manner in line with this code.
- Taking growing responsibility for their environment and for their own learning and conduct.

Parents work towards the school's aims by:-

- Ensuring that children attend school in good health, punctually and regularly (this involves taking holidays out of term time).
- Providing prompt notes 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.
- 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, hearing reading, and assisting in learning of tables and spellings.
- Allowing children to take increasing and personal and social responsibility as they progress throughout the school.
- Accepting responsibility for the conduct of their children at all times.

Strategies for developing good partnership with parents include:-

- Regular informal contact with teachers who are always accessible to parents before and after school
- Good communication channels, including newsletters from school and the Parents and Friends Committee.
- Parents' evenings once every term.
- A programme of school productions and Parent & Friends fund raising and fun events.
- An induction programme for children entering the Foundation Phase which includes an opportunity for parents to visit school to discuss matters with the class teacher and support staff.
- Welcoming other parental contributions such as accompanying educational visits, providing transport for children and helping with extra-curricular activities.

Strategies for providing children with opportunities to discuss appropriate behaviour include:

- Staff and School Council meetings to discuss behaviour, rewards and punishments.
- A programme of Health Education which includes work on relationships and feelings (see Health Education Policy).
- A programme of Religious Education which includes ethical and moral issues (see RE Policy).
- The compilation of a set of Rules for the whole school community at The School Council.
- The compilation of a similar set of agreed rules for each class.
- Regular discussion of these rules and the rationale which underpins them.

Strategies for promoting desirable behaviour include:-

- Staff acting as role models.
- Staff offering guidance to children including praise and encouragement.
- The provision of a curriculum designed to stretch and engage each child.
- Classroom organisation which facilitates independent working.
- 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.
- Use of values Education, Golden Rules and Golden Time as a vehicle for the promotion of good standards of behaviour.
- Positive self discipline strategies included in Circle Time discussions and role play.

Strategies 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.
- Sanctions for undesirable behaviour.
- Conscientious supervision of pupils at all times.
- Rapid and stringent response to incidents of bullying and racial and sexual harassment.

Strategies for promoting care of the physical environment include:-

- Providing an attractive, organised and neat environment conducive to learning.
- Display of children's work to enhance the environment, engage children's commitment to the environment and increase self esteem.
- Participating in 'Litter Free School' project as part of Health Promoting Schools.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy, and if necessary, makes recommendations for further improvements.

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.

Review

The school council governing body will review this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Conclusion

The success of this Behaviour Policy will depend on all the staff having consistent expectations of good behaviour and using consistent approaches to deal with misbehaviour.

January 2017

