

**Ysgol Llangatwg**  
**Llangattock**  
**Church in Wales**  
**School**



**Policy for**  
**Behaviour and Discipline**  
**Reviewed and Adopted: 25/06/16**

## **POLICY FOR SCHOOL BEHAVIOUR AND DISCIPLINE**

***'Teachers are most often the individuals at the forefront of the social and behavioural difficulties experienced by learners at school.'***

***While the majority of schools are orderly places of learning, teachers and supporting staff should receive support and training to deal effectively with troubled behaviour.***

***Schools have a range of powers and duties relating to school discipline and each school will also have its own behaviour policy.***

***Parents, local authorities and partners also play a role in providing a safe and protective environment for children and young people.***

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***Schools are encouraged to maintain high levels of attendance and positive behaviour in schools and offer support for learners with additional needs to ensure they receive a suitable education and avoid becoming disengaged.'* Learning Wales**

Llangattock Church in Wales School wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

We have agreed School Rules that set out, in general terms, how we expect our pupils to behave in school and on visits. The School Rules are drawn up by the School Council and agreed with all the children at the beginning of each school year and periodically throughout the year, especially during assemblies. All pupils are expected to behave according to the guidelines set out in the School Rules.

### **Aims**

- ◆ To develop a Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
- ◆ To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- ◆ Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- ◆ To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- ◆ To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- ◆ To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

**School Rules – ‘Give Me Five’ or ‘Ga I Bimp’**

- ◆ **R** Respect everyone, everything, everywhere.
- ◆ **U** Understand our differences.
- ◆ **L** Listen to adults and each other.
- ◆ **E** Environment – take care of it.
- ◆ **S** Share with others, not just friends.

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. The rules have been collated by the School Council and have been adopted by all stakeholders.

### **Incentive Scheme**

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children. Each class uses a 'Dojo' reward system, where pupils receive points to celebrate positive behaviour. Each class agrees a total when a pupil can choose a prize when they reach the total.

Individual certificates will be awarded throughout the year, for example, when a child in Reception Class is able to dress him/herself for the first time, achievements in specific curriculum areas, or working independently etc.

Awards are given in Seren yr Wythnos Assemblies and children are also encouraged to share any achievements from outside school.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

### **Sanctions**

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. A Behaviour Policy should state these boundaries clearly and firmly.

Minor breaches of discipline are dealt with by the staff member, in a caring, supportive and fair manner, having regard to the age of the child.

Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

Normal sanctions include an oral reprimand and reminder of expected behaviour, loss of free time (such as break times), timeout chair, moving in class to sit alone, writing a letter of apology, and loss of a responsibility.

If the unacceptable behaviour is persistent or recurring, parents become involved. This behaviour is recorded in the Behaviour File in the Headteacher's Office.

Major breaches of discipline are physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and disruptive behaviour in class. Llangattock School has a standard procedure for serious breaches of discipline. Failure to improve at any stage leads automatically to the next stage; each stage is recorded by the school. This type of behaviour is rare at Llangattock School and it is the duty of the Head Teacher or SLT to deal with it promptly, particularly if the problem persists.

### **Procedures for Dealing with Major Breaches of Discipline**

- ◆ An oral warning by the Head Teacher or Deputy Head Teacher concerning future conduct.
- ◆ Withdrawal from the classroom for the rest of the day.
- ◆ A letter to parents informing them of their child's unacceptable behaviour.
- ◆ A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- ◆ If the problem is severe or recurring, exclusion procedures are implemented – after consultation with the Governing Body.
- ◆ A case conference with parents and support agencies.

- ◆ Permanent exclusion, after consultation with the Governing Body and the LEA.
- ◆ Parents have the right of appeal to the Governing Body against any decision to exclude their child.

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

### **Lunchtime Supervision**

At lunchtime, supervision is by the Senior Midday Supervisor and the other Midday Supervisors. The Midday Supervisory Team and should maintain order; usually by reminding children of the standard of behaviour expected. Midday Supervisors encourage positive behaviour by issuing stickers and Dojo points. However, should minor misdemeanours occur, children will be reminded of the school rules. A 'yellow Card' is issued for 'Time Out'; a 'Red Card' is issued for more serious or repeated misdemeanours which results in a child being sent to the head teacher. Repeated incidents might result in the child being asked to have timeout by standing against a wall or sitting in a specific area. The class teacher is informed at the end of playtime. This should defuse the situation. The Headteacher keeps note of children who misbehave persistently. The Senior Supervisor refers misbehaviour to the Head Teacher or the SLT, if necessary.

The children should treat the Supervisors with the respect due to all adults at Llangattock School. Verbal or physical abuse is not tolerated.

Serious misbehaviour or repeated disobedience at lunchtime is brought to the attention of the Head Teacher/SLT. This results in loss of privileges and break times. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for an agreed period. This will be followed, if necessary, by permanent exclusion.

### **Parents**

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

A Parents' Contract is issued when each child starts school which will explain the role of parents.

### **Care and Control of Children**

All staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils.

Staff should always promote good behaviour through praise and rewards. Staff should never ridicule children or chastise a child physically.

If there is a need for sanctions, the following may be invoked, depending on circumstances:

- ◆ redirect to another activity
- ◆ talk to the child – discuss what has happened

- ◆ discussion in groups or whole class
- ◆ move the child from the group to work on his/her own
- ◆ repeat work
- ◆ miss break time (but must be supervised)
- ◆ remove child from the class – place with Head Teacher or in another class
- ◆ parental involvement
- ◆ daily report
- ◆ sanctions as in Discipline Policy.

Serious incidents are recorded in the Pupil Behaviour File.

### **Incident Book**

This is used to record:

- ◆ any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- ◆ loss, theft, or damage to property
- ◆ any other incidents or matters of a serious nature.

These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding, etc).

Incident Forms should be used to record all details, and are available from the Headteacher.

### **Discipline File**

This is used to record significant disciplinary measures taken by a member of staff against a child. Exclusion must always be recorded, following Powys LA protocol. This book is not for minor incidents in day-to-day classroom management but for serious occurrences of challenging behaviour.

### **Challenging Behaviour**

Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding.

### **Preventative Strategies**

See sanctions above and Discipline Policy procedures.

### **Intervention**

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. The child is removed and taken to the Headteacher, who contacts the child's parents.

An Incident Form is completed and the situation discussed with the Head Teacher or SLT, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – Social Services, Psychological Service, Pupil Referral Service, etc.

For further guidance, refer to the School Policy or DfES circular 10/98 *Use of Force to Control or Restrain Pupils*.

### **Behaviour Modification Policy**

At Llangattock School, the majority of children behave extremely well. There are, however, occasions when individual children exhibit behaviour that is unacceptable. As part of our Discipline Policy of rewards and sanctions, all staff use behaviour modification strategies to change an individual child's behaviour.

Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy.

Various rewards are used to reinforce positive behaviour:

- ◆ change in classroom organisation
- ◆ using different resources
- ◆ using specific measures, whereby small progressions are devised for the child (e.g. sitting on chair for a given length of time, putting hand up to answer questions)
- ◆ rewards of stars/smiley faces on work, on charts and in special books
- ◆ use of certificates, special stickers for such things as listening, being kind, helpful, and so on
- ◆ commenting on a child's good behaviour to other children/other classes
- ◆ showing achievements in Assembly
- ◆ involving parents at an early stage to co-operate on an action plan.

By using a positive system of rewards and reinforcing good behaviour, Llangattock School fosters children's positive self-esteem.

**Review Date: September 2018**

## Further information

### Useful Documents and Resources

<http://learning.wales.gov.uk/improvementareas/behaviourandattendance/behaviour/?lang=en#/improvementareas/behaviourandattendance/behaviour/?lang=en>

Schools Standards and Framework Act 1998

Inclusion and Pupil Support - Circular No 47/2006

Respecting Others: Anti-Bullying Guidance 2011 – Guidance Document No 050/2001