



YSGOL HENRY RICHARD

Behaviour and Discipline Policy



@YsgolHR



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Aims and expectations

It is a primary aim of our 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's 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 rules, but our behaviour policy is not primarily concerned with rule enforcement. 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 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.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Our vision of positive behaviour is built upon respect, and this is consistent from 3 – 16, however the way in which this is achieved varies due to the varying nature of each key stage.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with the 'Team Teach' training each member of staff has received.

The role of the teacher

The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school.

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the behaviour code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on the behaviour form and on Edulink. In the first instance, the class teacher deals with incidents him/herself adopting various classroom strategies. However, if misbehaviour continues, the class teacher seeks help and advice from senior members of staff. (Line managers, Phase Leaders, ALNCo, SLT). The class teacher reports to parents about the progress and wellbeing of each child in their class.

The role of Line managers / Phase Leaders / ALNCo / SLT

It is the responsibility of the above staff to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the above to ensure the health, safety and welfare of all children in the school. They support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. Records are kept of all serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the Chair of the Governing Body has been notified.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to cooperate with the school, as set out in the Home School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially, contact the head of key stage and then the deputy. If the concern remains, they should contact the Headteacher or Chair of Governors.

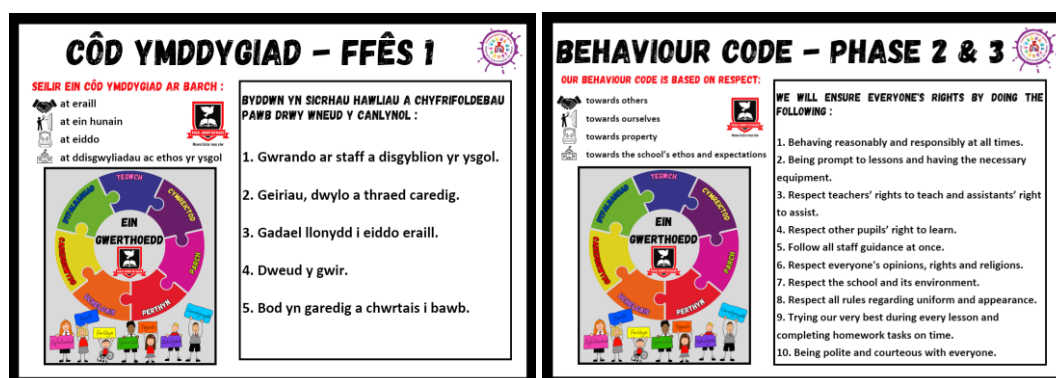
The role of governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

Behaviour Code

We believe that the foundations of positive behaviour are built within the classroom. With this in mind and in consultation with both teachers and pupils a behaviour code was created which intertwines with 'UNCRC - Children's Rights'.

<https://www.childcomwales.org.uk/uncrc-childrens-rights>



Rewards and sanctions in the Foundation Phase and Key Stage 2

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Each week children are awarded 'Star of the week', either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- The school acknowledges the efforts and achievements of children, both in and out of school.

The school employs a number of sanctions to enforce the school rules including the loss of privileges e.g. play time and lunch time, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher or change the seating plan.

-The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

-If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is supported. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Behaviour Strategies – Years 7 to 11

Types of Misbehaviour	Possible strategies
<p>Step 1</p> <ul style="list-style-type: none"> • Misbehaviour within lessons • Misbehaviour in assembly • Misbehaviour on the school bus • Late to lessons / school • Throwing litter 	<p>CLASS TEACHER RESPONSIBILITY</p> <ul style="list-style-type: none"> • Verbal warning at the time • Discussion with the pupil • Arrange to prepare more appropriate work, if necessary. • Discuss with Head of Department/Tutor • Detain under supervision during break time/lunchtime. • Adjust existing seating plan • Lunchtime detention
<p>Stage 2 (as Stage 1 but more serious and frequent)</p> <p>Regular breaking of school rules: e.g.</p> <ul style="list-style-type: none"> • school uniform • arrive late for lessons • behave in an anti-social manner • attend areas outside the school boundary without permission • no homework • not attending certain lessons • breaking examination rules • playing truant • first report of smoking 	<ul style="list-style-type: none"> • Discussion with the Head of Key Stage. • Form an 'Individual Education Plan' agreed with the pupil (consultation with ALNCo) • Discuss with parents, e.g. no homework being undertaken. • Record the incidents – monitoring report • Contact/discuss the matter with the Education Welfare Officer • Pastoral Support Plan • Formal warning on smoking • Moved to another class within department.
<p>Step 3 (continuation of misbehaviour as noted in 2)</p> <ul style="list-style-type: none"> • Insolent/unashamed attitude towards staff • Vandalism in the school or on school bus • Bullying (see Bullying Policy) • Smoking during school hours after prior warning • Fighting 	<ul style="list-style-type: none"> • Moved to a new tutor group/class • Contact parents – discuss in particular the Education /Behaviour Plan and arrange a 'contract' • Consider referral to the Education Psychologist • Consider adapting the curriculum in consultation with SENCO and Deputy • Arrange mentoring • Contact outside agencies with parent's consent. • School nurse. • Loss of privileges. • Internal supervised exclusion 1-2 days Encil

<p>Step 4 (types of behaviour which could warrant specific temporary exclusion)</p> <ul style="list-style-type: none"> • Leaving the school site without permission (after several prior warnings). • Behaving in a totally insolent manner. • Smoking (after repeated warnings and being openly disobedient). • Stealing from a fellow pupil. • Stealing from the school. • Drinking alcohol during school activities. • Severely attacking another pupil without provocation. • Destroying school property on purpose. • Possessing drugs. • Constant bullying which does not respond to intervention. 	<ul style="list-style-type: none"> • Internal supervised exclusion 1-3 days Encil <p>It can vary from 1 to 10 days, depending on circumstances.</p> <ul style="list-style-type: none"> • Contact Inclusion Officer / Welfare Officer. • Refer to outside agencies with parent's consent. • Advice/guidance e.g. smoking cessation program. • Internal exclusion off site (PRU). • Inform police. • Risk assessment.
<p>Step 5 Types of offences which could warrant long periods of exclusion in order to have time for consultations or meetings to consider the way forward.</p> <ul style="list-style-type: none"> • An attempt to distribute drugs. • An attack on a fellow pupil which causes severe injuries. • A serious attack on a member of staff. • Constantly undermining authority and disregarding school discipline. 	<p>Headteachers may exclude a pupil for up to 45 days per year.</p> <ul style="list-style-type: none"> • County risk assessment. • Notify Governing Body. • Multi agency approach. • Managed move. <p>The Headteacher may consider that under certain conditions some of the examples in Step 5 warrant permanent exclusion.</p>
<p>Step 6</p>	<p>Permanent exclusion should be considered following consultation with colleagues, the Authority's support services and other agencies.</p> <p>Offer advocacy.</p>

*The school reserves the right to act according to the seriousness of the incident/situation as needed and reserves the right to move directly onto the relevant Step within the above code.