

# Behaviour and Discipline Policy

## Introduction

**This policy is a statement of the aims and strategies for ensuring consistently good standards of behaviour and discipline in Plascrug School.**

It was redrafted after revision in the Summer Term of 2005 following consultation with parents and discussion among staff and children.

*The revised version takes account of*

- *L.E.A.'s Behaviour Support Plan, 2004*
- *Draft Welsh Office Circular, Guidance on School Attendance, Behaviour and Discipline, March 1999.*
- *WO Circular 37/98, The Use of Reasonable Force to Control or Restrain Pupils in discussions with Teachers,*
- *WO Guidance on Exclusions from school and referral units 1/2004;*
- *L.E.A's Anti-Bullying Policy, September 1995.*

This policy has been reviewed in January 2005; July 2008.

Signed: \_\_\_\_\_ Chair of Governors.

It was approved by the Governing Body: September 24<sup>th</sup> 2009

It will be approved annually by the Chair of Governors unless there are any amendments necessary for Governing Body endorsement.

## Aims

- To ensure that effective teaching and learning can take place in a happy, safe environment.
- To set out the boundaries which encourage and reinforce codes of conduct which Plascrug recognises as socially acceptable;
- To create a climate within our school of understanding, of care, of worth and of mutual respect;
- To set out arrangements for the consistent and fair application of sanctions for those children who find it difficult to meet the schools expectations.

## General Principles

- Ensuring good behaviour is the shared responsibility of all adults and children concerned with Plascrug, they contribute to promoting kindness, honesty, respect and helpfulness in the daily life of the school.

- Everyone at Plascrug recognises and praises a wide range of good behaviours.
- A positive, constructive approach is taken when discipline is needed
- A central role of the school is to help children grow in independence, make sensible choices and take responsibility for their own actions according to their age, whilst maintaining a proper regard for authority. Children are taught that, as members of society, they have responsibilities as well as rights.
- Children and adults work best together in an atmosphere of mutual respect
- Account is taken of the needs of the children.

### **The Role of the Governing Body**

The Governing Body has a general duty to ensure the school follows policies to promote good behavior and discipline among pupils.

The Governing Body sets the framework of the school's discipline policy and exercises a general supervisory function over what the Headteacher is doing to enforce and uphold high standards of discipline day-to-day.

### **The Role of the Headteacher**

The Headteacher has the prime responsibility for promoting good behaviour and discipline in the school. The Headteacher is responsible for making sure that the school policy is known and understood within the school, and by parents, and for ensuring that the policy is developed into effective practice. Section 61 (4) (b) of the Schools Standards and Framework Act 1998 requires the Headteacher to determine measures to prevent all forms of bullying among children.

The Headteacher will also promote good working relationships between the school and the local police by developing links with the Police Officer assigned the role of Community Liaison Officer.

### **Plascrug's Six Golden Rules**

Our rules are simple to understand and achievable by all children; we expect them to respect the rules. They exist to ensure the safety and well-being of all who work in the school and to ensure that daily routines reflect a sense of purpose and good order. They also help children to learn how to become good citizens in the future. These rules are discussed and agreed by the pupils at the start of each year in order for each pupil to acquire a sense of ownership and adhere to the guidelines they have set for themselves.

**The Six Golden Rules are:**

- 1. We always try our best to be sensible, responsible, caring and considerate at all times so that the school is a happy place for everyone.**
- 2. We are here to learn so we always listen carefully and carry out the instructions of our teachers and other adults who work in the school.**
- 3. We never leave school without permission.**

4. **We walk and talk quietly when indoors: we can run and shout in the yard.**
5. **We treat school property and the environment with care, and respect our own and other people's possessions.**
6. **We are always polite and welcoming to visitors**

'The 6 Golden Rules' apply throughout the school and underpin known procedures/codes of conduct which apply at the following times:

- |                             |                          |
|-----------------------------|--------------------------|
| ▪ moving around the school  | ▪ in the Classroom       |
| ▪ on the Playground         | ▪ dinner times           |
| ▪ wet playtimes indoors     | ▪ assemblies in the hall |
| ▪ P.E. and swimming lessons | ▪ end of school day      |

At the beginning of every school year, new classes discuss 'The Six Golden Rules' with their teachers and agree their own 'Class Code of Conduct' which they express and display in an appropriate way in their classrooms. 'Class Codes of Conduct' are compatible with the overall 'Golden Rules'. Teachers and their classes also discuss the appropriate rewards and sanctions which can be used to reinforce the 'Golden Rules'.

***“You can work on the assumption that children can, in the end, manage their own affairs with a good deal more aplomb than we often assume”***

*D. Winkley 1987 (The Paradox of Discipline)*

Adults should always look for opportunities to let the children demonstrate how far they can manage their own affairs safely and sensibly.

### **Rewards and Sanctions**

We see the management of behaviour at Plascrug as a sensitive combination of rewards and sanctions. We encourage children to respond positively to the boundaries established for acceptable social behaviour so that they can enjoy the benefits and privileges of being a responsible member of the school and the wider community.

Adults who work in Plascrug take pains to teach the children what is right and wrong in the context of our society and the law of the land.

### **Rewards**

Children are praised and rewarded whenever possible and the teachers have flexibility to do this in a variety of ways:

- Positive gestures and words which acknowledge good behaviour and achievements.
- Using stickers, stars or stamps.
- Visits to other classes to share good work or something special
- A few minutes' extra playtime
- Weekly certificates and a trophy awarded on a class points system.
- Annual Achievements Assembly in July.
- Privilege time or 'Golden Time' (Amser Aur) can be earned by classes in KS2 e.g. a mid-afternoon playtime, use of the Nature Area.

### Dealing with Misbehaviour

When children find it difficult to operate within the boundaries set by ‘The Six Golden Rules’ the nature and relative seriousness of the incident is always investigated taking account of the child’s age and the context of the incident.

Staff follow the ‘ABC Steps’ when dealing with an incident so the children understand that adults try to be fair and impartial when making judgements, and that the sanction or punishment imposed can be seen to be in proportion to the “offence”.

### The ABC Steps

<b>A</b>	<b>ANTECEDENT:</b>	What was going on immediately before the incident of misbehaviour? What was the trigger?
<b>B</b>	<b>BEHAVIOUR:</b>	What kind of behaviour was seen or reported?
<b>C</b>	<b>CONSEQUENCE:</b>	What happened as a result of that particular behaviour?

The ABC approach takes time to administer but it helps all concerned to gain a fuller picture of an incident of misbehaviour and make appropriate discussions about using sanctions, or not.

Midday Supervisors report the ABC verbally to the teacher on duty, or inform the class teacher or enter the ABC in the Link Book.

These key rules apply when any sanction or punishment is used:

- It should not be vengeful; it is the *inappropriate behaviour* we wish to eliminate, not the child!
- It should seek to permanently replace the bad behaviour by the practice of good behaviour which may then be acknowledged and rewarded.
- It should, where possible, be immediate.
- It must take account of the context (time, place, activity) in which the inappropriate behaviour occurred and of the age of the children concerned.

### Sanctions

Children are always given a verbal warning before a sanction is imposed. Teachers decide on the appropriate sanction to suit the situation or the children involved. A variety of sanctions which are common throughout the school are employed when a ‘Golden Rule’ is broken.

They are:

- Loss of break or lunchtime play privileges.
- A short time in another classroom (by arrangement with that teacher).
- “Time Out” to a designated place in the classroom for a while.
- Carrying out a helpful task in the school.
- Withholding privileges such as participation in school trips or sports events which are not an essential part of the curriculum.
- More severe or repetitive offences will be dealt with by the Senior Management Team.

When unacceptable behaviour patterns persist or there is a serious incident of misbehaviour parents are informed.

Some of the following strategies may be used when teacher, parents and the child agree that behaviour modifications or positive correction plans are necessary to help improve the child's social and personal development.

- Self-monitoring reward sheets are devised.
- An Individual Behaviour Plan (IBP) is drawn up.
- A contact book is used to monitor behaviour with parents.
- Observation notes are kept by the class teacher who will liaise with the Special Needs co-ordinator (SENCO).
- Outside Agencies support the work of the school.
- Parents are requested to make alternative arrangements for a child who persistently misbehaves during the midday break period.

### **The Use of Exclusion**

Exclusion can be on discipline grounds only. Only the Headteacher (or Acting Headteacher) has the power to exclude a child from school. When a child's behaviour is dangerous to others or him/herself, or when poor behaviour continues and lesser sanctions have had no effect, the option of exclusion will be considered. Procedures for excluding a pupil will follow Welsh Office Guidelines.



### **Bullying**

It is important to distinguish between isolated incidents of naughtiness or groups of children "falling out" and bullying. For example, the occasional disagreement or quarrel between two children of a similar age is not necessarily bullying.

#### **Definition of Bullying**

***"The wilful, conscious desire to hurt, threaten or frighten someone physically or verbally"***

*D.P. Tattum & G. Herbert 1990 Bullying: A Positive Response*

Bullying can be physical, verbal or psychological and is usually continued over a long period of time. It is a deliberate or aggressive act which causes hurt to another and can be inflicted by one child or by a group. We enforce this zero tolerance policy when there is clear evidence of bullying taking place.

## Plascrug School Statement of Principle

Every child has a right to be educated in a safe and caring environment. Our aim in this school is to create a climate where **bullying will not be tolerated**. It is everyone's responsibility to prevent it happening and with this in mind the governors have laid down the following guidelines.

Plascrug School is aware that digital media, e.g. Internet, e-mail, social networks, mobile phones, etc are experienced in the lives of children. Bullying (or cyber bullying) through these means will not be tolerated by the school.

### Plans for Prevention

The school will set out to:

- Raise the awareness of the children about what is meant by bullying;
- Use areas of the curriculum to promote discussion on the unacceptable nature of bullying (e.g. role playing, stories in class and assemblies, discussions).
- Let children know that bullying will be treated as a very serious breach of school rules and that sanctions follow any such behaviour;
- Help children understand that "telling" is a responsible action on their part; failing to report would be seen as siding with the bully;
- Ensure that all members of staff, including Midday Supervisors, know how to respond to bullying incidents and the agreed procedures for dealing with cases and recording them;
- Instruct staff regarding situations in which physical intervention may be necessary.

Guidelines and exemplars in WO Circular:

The use of Reasonable Force to Control or Restrain Pupils, December 1998 are the points of reference.

### Managing Bullying Incidents

All incidents must be dealt with immediately. All staff must respond in a consistent way. All events reported to a member of the Senior Management Team.

- |                 |   |
|-----------------|---|
| (a) Investigate | Interview all the children concerned as soon as possible using the ABC Steps approach. It is desirable for two adults to be at the interview.   |
| (b) Record      | Keep notes of children's reports and views. Keep them 'matter of fact'. Remind the children of 'The Six Golden Rules'.  |
| (c) Respond     | <ul style="list-style-type: none"><li>• Depending on the seriousness of the incident (age of child, context of happening) sanctions will be imposed by a senior member of Staff or the SENCO.</li><li>• Parents of both the bully and the victim will need to be told (verbal, telephone or letter) and may be invited to school to discuss the matter.</li><li>• The SENCO will meet with the children concerned to help bullies change their attitude and victims develop positive strategies and</li></ul> |

recover self-esteem.

- The school will use peer group pressure to actively discourage bullying.
- An Individual Behaviour Plan, (IBP) will be drawn up if appropriate, setting the bully targets for improving behaviour and a timetable for a review of progress.
- The school will request help from the Special Educational Needs Support Service and Educational Psychologist where necessary.
- The school will involve the police where necessary.

Plascrug School will react firmly and promptly where bullying is identified. Some or all of the following will apply, depending on the perceived seriousness of the situation:

- a) Referral to senior teachers
- b) Discussions with children
- c) Discussions with parents
- d) Withdrawal of privileges
- e) Exclusion from school at lunchtime
- f) Exclusion from school

### **Parents and the Schools Approach to Bullying**

Parents are vitally important partners in the school's approach to preventing bullying and dealing with incidents.

Parents should:

- Be informed if their child has been involved in a bullying incident.
- Inform school immediately and speak with the class teacher if they think their child is being bullied.
- Request a meeting with the Headteacher if dissatisfied with the outcome.
- Speak to a governor about the problem if still dissatisfied.
- Be active partners in any measures planned to improve a child's behaviour in school.



### **HARRASSMENT**

Equality of opportunity for all children is essential to Plascrug School, whatever their age, ability, gender, race, religion, background etc. Plascrug School acknowledges the role of primary education in promoting equality of opportunity and furthering social inclusion. It aims to celebrate and value diversity, promotes equality of opportunity and strives to eliminate unlawful discrimination.

### **Racial Harassment**

Plascrug School community is a cosmopolitan one. We rejoice in the diversity of cultures and religions which is reflected in our school and in the harmony and the friendships which develop among our children.

We actively promote tolerance of, and respect for, differences among the children.

### **Definition of Racial Harassment**

The Commission for Racial Equality's definition of racial harassment is:

*“Violence which may be verbal or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism”.*

### Examples of Racist Behaviour

- derogatory name-calling, insults, racist jokes,
- racist graffiti,
- racist comments,
- making fun of an individual's dress, appearance, food,
- refusing to play with children because of their ethnic origins.

### Plans for Prevention

The school will set out to:

- make all children aware that name calling, graffiti, writing derogatory notes and deliberate exclusion during informal play are all unacceptable behaviours;
- use areas of the curriculum to give children knowledge and understanding of cultural, racial and religious differences in the world;
- use displays and assemblies to acknowledge and celebrate such differences;
- invite parents of overseas families to visit class/assemblies to talk about aspects of their lives and their home countries;
- let children know that they must tell an adult if they themselves suffer verbal insults or physical attacks of a racist nature or if they see others offending;
- ensure that children and staff know that offences will be treated seriously and sanctions will be used.

### Managing all incidents of Harassment

Incidents must be dealt with immediately. All staff must respond in a consistent way. All events reported must be recorded.

The management of action following incidents should follow the procedures set out in the section which deals with Bullying and the level of sanction imposed will reflect the fact that parents view any type of harassing behaviour as very serious.

***Serious examples of Racial Harassment must be reported to the LEA.***



**Examples of Types of Misbehaviour and Methods of Response  
according to the  
Behaviour and Discipline Policy of Plascrug School.**

Types of Misbehaviour

Methods of Response

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• leaving school without permission</li> </ul>                                    | <ul style="list-style-type: none"> <li>• inform parents and discuss action</li> </ul>   |
| <ul style="list-style-type: none"> <li>• stealing</li> </ul>   | <ul style="list-style-type: none"> <li>• discussion with child.</li> <li>• inform parents</li> <li>• consult Police Liaison Officer/Education Welfare Officer (EWO)</li> </ul>  |
| <ul style="list-style-type: none"> <li>• racial harassment, verbal or physical</li> </ul>                                | <ul style="list-style-type: none"> <li>• discuss with children,</li> <li>• record incident</li> <li>• apply sanctions</li> <li>• inform parents</li> <li>• report to LEA of serious offences</li> </ul>                       |
| <ul style="list-style-type: none"> <li>• bullying or physically hurting someone, other than accidentally</li> </ul>      | <ul style="list-style-type: none"> <li>• discussion with children</li> <li>• record incidents</li> <li>• apply sanctions</li> <li>• inform parents</li> <li>• possible exclusion</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>• damage to property/premises</li> </ul>  | <ul style="list-style-type: none"> <li>• record incident</li> <li>• inform parents</li> <li>• claim cost of damage</li> <li>• apply sanctions</li> </ul>  |
| <ul style="list-style-type: none"> <li>• breaking one of the 6 Golden Rules, including disruption in lessons.</li> </ul> | <ul style="list-style-type: none"> <li>• verbal warning - loss of playtime in units of 5 minutes - (this time can be reclaimed if a significant effort to behave acceptably is noted.)</li> <li>• parents informed</li> </ul> |

at dinner time!

- dangerous play
- lack of respect for Supervisors
- incidents of misbehaviour persist
- verbal warning
- shadow Supervisor 5/10/15 minutes
- 'cool-off' time in designated classroom
- apply sanctions
- parents expected to make alternative arrangements for child

**Extreme incidents of misbehaviour can result in Exclusion from school.**