



YSGOL GYNRADD
PARC LEWIS
PRIMARY SCHOOL

A Policy for Behaviour Discipline

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Parc Lewis Primary School
A Policy for Behaviour and Discipline

1. General Aims

"A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes."
The Elton Report - Discipline in Schools.

At Parc Lewis Primary School we believe that without good behaviour effective teaching and learning cannot take place. With this in mind we aim to provide our children with a safe, secure, caring atmosphere, where the staff feel it is their professional duty to maintain good order and discipline among pupils in all school activities on or off school premises.

We agree with the main recommendations of the Elton Report that for effective teaching and learning to take place there must be:-

- i. Good relationships showing mutual respect between teachers and pupils
- ii. Teachers should have high expectations of their pupils' academic and social abilities
- iii. Curriculum and teaching methods should be well matched to the pupil's needs/abilities.
- iv. An awareness of a pupil's growing maturity and the need of all pupils for self esteem.

Our aim at Parc Lewis Primary is to develop a POSITIVE code of discipline based on expectations of a high standard of behaviour. Pupils will be expected to behave in a reasonable, responsible way, showing consideration, courtesy and respect for others and their property. This will be achieved by:-

- i. Emphasising the positive, including praise for good behaviour as well as good work.
- ii. Sparing use of reprimand and punishments.
- iii. Realising the need for REWARD is essential in order for the child to feel positively satisfied and well motivated.

2. The word CARE will be used as much as possible at Parc Lewis Primary School, to encourage a 'caring' environment where good behaviour will dominate and always be rewarded and celebrated. We will develop the idea of;

Caring about Standards

- i. High standards will be aimed for by teachers in language, display of children's work, enforcing school rules, manners and courtesy inside and outside the school.
- ii. High standards will be expected from the children in the presentation of work and in the care of the classrooms.
Good manners and courtesy should be shown to all members of staff and visitors.
- iii. High standards should be aimed for by non-teaching staff in the dining- room, in the playground and in the classroom during a wet lunch hour.

Caring about Others

- i. Through planned assemblies
- ii. By helping various charities, holding Harvest Festivals, concerts for the local 'Old Peoples Home', etc.
- iii. Letters of thanks to organisations or people who have helped the school e.g. To the sponsors of our new rugby kit
- iv. Letters, Get Well cards to children in hospital.

Caring about the Environment

- i. Staff take care to provide the children with a bright, lively, stimulating environment through displays etc, where the children can 'see' that their work is valued and 'cared for'
- ii. Children are encouraged to care for their environment;
 - a. classroom - valuing books, pencils, pens, computers - being given responsibility for keeping their own classes tidy, etc.
 - b. yard/corridors - children praised for keeping areas free from litter, picking up fallen coats, etc.

c. personal appearance - encouragement for the wearing of school uniform - to enhance the feeling of pride in being part of a 'caring school community'.

ALL STAFF ENDEAVOUR TO PROVIDE EXCELLENT ROLE MODELS AT ALL TIMES

3. The habit of **SELF DISCIPLINE** is actively encouraged and rewarded.

4. Rewards - the positive side of discipline

In any discipline system the emphasis should always be on the positive approach, of encouragement and praise, rather than on the more negative one of criticism and punishment. In any case, criticism should always include advice on how to improve and should be constructive in its approach.

Praise can be given in many ways, and without any attempt to put this into a value order, might include the following:

- a quiet word or encouraging smile
- a written comment on pupil's work, either in general terms 'well done', or in a more detailed way, picking out specific points or ideas that gave pleasure
- a visit to a more senior member of staff and/or the Headteacher for commendation e.g. a written comment or star
- a public word of praise in front of a group, a class, a year or the whole school
- public acknowledgement by presentation at an assembly or by giving some special responsibility
- public written acknowledgement through a special Merit Award of some kind
- some system of merit marks or points with or without public acknowledgement of that award
- marks, grades and assessments for behaviour as well as work, though this could have an adverse effect on those excluded
- school badges or certificates, formally presented or otherwise, for good behaviour, community support or a positive approach
- prizes which reflect endeavour, not least by way of service to the community
- use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes
- a letter to parents informing them specifically of some action or achievement deserving praise. Too often schools write only when something has gone wrong.

5. Pastoral Advice

- i. Pastoral advice forms an important part of the disciplinary framework of any school and involves every teacher
- ii. Much of such counseling will be of an informal nature and all teachers have as important a role to play as those given the specific pastoral role of tutors or form teachers.
- iii. A prompt word of praise or the immediate checking of misbehaviour are important first steps in counseling, but it should also extend to the deliberate attempt to build up an understanding of, and relationship with, the pupil. This will make discussion of attitudes and criticism of poor achievement or behaviour acceptable. It should also provide an awareness of any underlying problems the pupil may have.

6. Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The issue of cyber-bullying is taught throughout school following our e-safety scheme, however we recognize that this is a fast developing area and that we need to remain vigilant and be prepared to respond to a possible increase in incidents in the future potentially against both pupils and staff.

The Headteacher will take action with reference to any cyber-bullying incidents that takes place outside school hours if it:

- Could have repercussions for the orderly running of the school
- Poses a threat to a member of the school community
- Could adversely affect the reputation of the school, or its employees/governors.

Action taken by school

- Investigate incident
- Deal with incident – (Bullying procedure)
- In some case the Headteacher may need to involve external agencies such as the police.

7. A Range of Sanctions

KS2 uses 'Good2bGreen'. If pupils break the set school rules a yellow card will be given. If a further breach of the rules takes place then the pupil will be given a red card and follow up meeting takes place with a member of SLT the following lunchtime. There a behaviour sheet will be filled in by the pupil where they will think of a better course of action for themselves. 5 red cards during a term and the child will miss the end of term 'treat'.

The following list of suggestions generally starts with the less serious and ends with the more serious sanctions, but there is no attempt to put them into a precise value order:

- Immediate checking of misbehaviour, including verbal and non-verbal individual and public indications of disapproval
- a minor penalty, where possible relevant to the offence, such as picking up litter for those who drop it
- repeated, or extra, work where the presentation or content of work is clearly below the pupil's potential
- loss of privileges, such as membership of clubs, the rights to go on visits, membership of school teams and attendance at discos and evening activities run by the school.
However, consideration has to be given to the impact on others leading or taking part in those activities, to possible financial losses, and to the effect on general attitudes
- community service of some kind (e.g. removal of graffiti)
- restitution, repair of willful damage and/or payment for it
- referral to class teacher/pastoral supervisor/tutor/year head/house head/deputy head/headteacher
- referral to head of department or appropriate teacher where the problems arise from syllabus content, ability to keep up with the work of a particular group or set, or possible change of teaching group
- parental consultation. This should come at an early stage and has the triple advantage of being a sanction, of throwing more light on the problems behind the misbehaviour and of providing joint/consistent action between school and home, thus preventing the pupil from playing off one against the other
- placing on report. This may be on a weekly or daily basis and requires a comment from all staff teaching the pupil, from tutor and/or parents. It may be shown to a variety of staff, especially more senior staff or headteacher

- withdrawal from a particular class or from all lessons for a period. This will involve supervision by a member of the pastoral staff, a change of class, or placing in some kind of internal unit for disruptive pupils.
- transfer to a unit for disruptive pupils
- fixed term - permanent exclusion under the 1986 Act

R.C.T procedures - see procedure Handbook on Exclusions, WAG Guidance Circ. Copy in Headteacher's Office (Exclusion of Pupils Policy)

At Parc Lewis Primary School we believe that REWARDS and PRAISE are our main tools in encouraging POSITIVE ATTITUDES to work and behaviour, but that when SANCTIONS are used the following procedures will be followed:-

i. If repeat work/extra work is sanctioned this can be given during lesson time in place of other activities. If it is given at break or lunch times to be completed in the classroom, then the teacher must be present. No child should be left in the classroom unsupervised.

ii. If the Main Hall is used to complete work or for any other form of sanction, it is the responsibility of the member of staff taking the sanction to monitor the behaviour of the children in the hall and ensure that work is completed in a sensible way, and that equipment is returned to the correct place at the end of a session.

At Parc Lewis Primary we believe that for sanctions to be effective they should be well monitored and tasks carried out to the full.

iii. If children are sent to another class as a sanction, it should be a class above their own age group.

iv. Referral to the Headteacher or senior staff should be used as the **final sanction** for **SERIOUS** breaches of discipline.

If this is used for minor classroom infringements then its impact is lessened for more serious incidents.

A record sheet of poor behaviour will be kept by each class teacher. A short note of the problem and sanction will be entered and dated. D.S.As will report any significant incident to the appropriate classteacher at the end of the lunch-break. The Headteacher will also inform staff each Friday if a child in their class has been sent to him for any reason. A short entry will then be added to the pupil's Behaviour Record. These records will be an important evidence base if referral for Behaviour Support or to a PRU becomes necessary. If a pupil has significant problems this form should be passed on to the next class teacher.

Targeted children may need to have a Home/School Behaviour Book, on a daily or weekly basis, informing parents of problems. Parents would be asked to sign the book daily or weekly. This would only be put in place for as long as it is needed. It would also contain positive messages as well as negatives e.g. 'John has been well behaved today. Keep up the good work, etc, or John has had a bad afternoon. He has kicked a child.'

If poor behaviour continued the next step would be referral to the Behaviour Support Service, a PRU and finally, exclusion.

8. The Management of Pupil Behaviour at Break and Lunchtimes

Some behaviour problems are specific to the mid-day break. At Parc Lewis Primary we encourage children;

- * to play with others and to understand the need to share and co- operate
- * to be involved in positive play experiences and thus prevent the occurrence of confrontation
- * to appreciate the relationship between the environment and their own behavior, in order to foster a caring responsible attitude to their surroundings
- * to involve themselves in activities that improve their co-ordination, strength, agility and fitness essential to long term health.

We have a very successful Play Leaders System in operation, where YR6 Pupils work with Infants and Juniors, encouraging organised games participation at break times.

In order to achieve these aims there must be a feeling of corporate responsibility (distributed leadership), by the whole staff - teaching and non-teaching, in ensuring;

- * clear and regular reminders are given of the need to respect and care for others
- * all staff set an example whether in dress, manners, courtesy or care
- * boys and girls use the playground markings and equipment effectively and co-operatively
- * children are made aware of their surroundings and develop a sense of pride in them
- DSAs have award stickers & Gold Award certificates

At lunch-times supervisory assistants will

- * make clear to children what behaviour is acceptable and what behaviour is unacceptable
- * praise good behaviour
- * encourage children to co-operate with others

- * look out for problems, including bullying and the lonely child
- * deflect a problem that is brewing, by giving the children involved a small task to distract their attention.
- * the following playground sanctions are in place:

DSAs are the first line of SANCTION at lunchtimes
 Not keeping to any school or playground rules will result in -

Time out - 5 minutes in a designated 'time out area'. 3 time-outs in any sessions and pupils are sent to Headteacher. Repeated visits to Headteacher and pupil will be excluded at lunchtimes for an appropriate period.(See Exclusion Policy).

Incidents affecting 'Health and Safety' pupil sent immediately to Headteacher

Targeted children who are difficult at playtimes will have a 'good behaviour at playtimes' contract.

In the case of a pupil whose conduct during the mid-day break is becoming unacceptable the Headteacher shall warn the parents in writing of the possibility of exclusion from school during the mid-day break. If exclusion occurs, children in receipt of Free School Meals would receive a packed lunch to take home, if required.

STANDARDS OF BEHAVIOUR ARE A SHARED RESPONSIBILITY OF THE WHOLE SCHOOL. Complaints however trivial, should always be investigated so a consistent approach is maintained.

Parc Lewis Primary School Rules

At Parc Lewis Primary school we feel that it is important that all the children are aware of and have been involved in developing a set of simple SCHOOL RULES. These may change slightly yearly if the children have input in their review. The School Council will lead any changes.