



**POSITIVE BEHAVIOUR AND  
DISCIPLINE POLICY**

## ***YSGOL TYCROES POSITIVE BEHAVIOUR & DISCIPLINE POLICY***

We believe that good behaviour can be promoted by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is upheld. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We ensure that the approach to behaviour and discipline is consistent across the school.

### **Aims**

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by establishing and maintaining good working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To work with other schools, agencies and professionals to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

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

The Governing Body has:

- The responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.
- Delegated responsibility to the head teacher to implement the school's policy on behaviour and discipline on a day to day basis, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

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

The Headteacher will:

- Ensure all school personnel, pupils and parents are aware of and comply with this policy;

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- Work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- Promote good behaviour by forging sound working relationships with everyone involved with the school;
- Encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- Ensure the health, safety and welfare of all children in the school;
- Work with the school community to establish and uphold a set of school rules that will encourage good behaviour and respect for others;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Review and monitor the effectiveness of this policy;
- Annually report to the Governing Body on the success and development of this policy

### ***Role of School Personnel***

School personnel are expected to:

- Comply with all aspects of this policy
- Encourage good behaviour and respect for others in pupils;
- Promote self-discipline amongst pupils;
- Deal appropriately with any unacceptable behaviour;
- Apply all rewards and sanctions fairly and consistently;
- Discuss pupil behaviour and discipline regularly at staff meetings;
- Provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- Attend relevant training on behaviour management;
- Ensure the health and safety of the pupils in their care;
- Identify problems that may arise and to offer solutions to the problem;
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Liaise with external agencies where necessary;
- Establish and maintain links with parents;
- Report any concerns they have on any aspect of the school community

### ***Role of Pupils***

Pupils will:

- Be aware of, and comply with this policy;
- Be polite and well behaved at all times;
- Show consideration to others;
- Talk to others without shouting and use language which is neither abusive nor offensive;

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- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Treat others, their work and equipment with respect;
- Obey all health and safety regulations in all areas of the school;
- Co-sign and abide by the Home School Agreement;
- Liaise with the school council make suggestions about improving school behaviour;
- Take part in questionnaires and surveys.

### ***Role of Parents/Careers***

Parents/careers are encouraged to:

- Comply with this policy;
- Establish and maintain good relations with the school;
- Support good behaviour;
- Sign the school's 'Home-School Agreement';
- Ensure their children understand and value the meaning of good behaviour;
- Support school rules and sanctions;
- Be asked to take part periodic surveys conducted by the school;
- Discuss any concerns regarding rewards or sanctions with the class teacher or the Head.

### ***Role of the School Council***

The School Council will be involved in:

- Discussing improvements to this policy during the school year;
- Reviewing and updating devising school rules and sanctions;
- Reviewing the effectiveness of this policy.

### **Sanctions and Rewards**

Sanctions have been devised by representatives from the school community, and must be applied fairly and consistently. Any sanctions applied should not be degrading or humiliating to any pupil. The school will use the 'Good to be Green' Behaviour scheme. The process of sanctions is as follows:

- Amber card – lose 5 minutes of play
- Red card – lose a whole play
  
- Each card returns to green at the beginning of each session once the consequence has been completed.
  
- Children with three red cards during any week will be seen by the Headteacher and this will be recorded.

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- If a child is seen by the Headteacher on three occasions during a half term, parents will be notified. Further incidents may result in the parents being invited for a meeting with the Headteacher to discuss ways forward to support more positive behaviour from the child.

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.

Occasionally, due to the severity of the behaviour, or if a child repeatedly acts in a way which disrupts or upsets others, the process of sanctions may be over-ruled and the child will be 'fast-tracked'. In this case, the school may contact the child's parents or carers and arrange an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

### **'Fast-Track' behaviour:**

- Hitting
- Kicking
- Spitting
- Bullying
- Stealing
- A serious incident
- Damage to school property
- Leaving school building without permission

Good behaviour is celebrated at the weekly achievements assembly, but regular praise and encouragement is part of the school ethos.

Children will also be rewarded for consistently good behaviour as part of the 'Good to be Green' scheme. The rewards are given as follows:

- Children who remain 'green' all week will put a green glass nugget into the class jar.
- When the jar is full, the class can choose from a selection of rewards.
- Classes will be encouraged to fill their jars during the weekly celebration assembly.

### **Exclusion**

Exclusion periods can be issued if the severity of the behaviour warrants this action. This can take the form of a fixed term or a permanent exclusion. Exclusion periods are always as a result of advice from Paul Williams (LA Inclusion Officer). The process for exclusion is as follows:

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- Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the head teacher excludes a child, he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- The head teacher informs the LA 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 child or extend the exclusion period made by the head teacher.
- The governing body discipline committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- If the Governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

### **Pupil Support**

A number of pupil support systems are in place and are proving effective in promoting good behaviour. Following Boxall Assessments, there is an opportunity for pupils to be placed on the 'Positive Play' programme which is an early intervention method to promote positive behaviour, respect and self-esteem. Support is sought from the Behavioural Support Team where necessary, following a referral. All school personnel work hard to ensure that all behaviour support and intervention systems run smoothly.

### **Outside Agencies**

We have invaluable support for pupils who demonstrate persistent poor behaviour from a range of external agencies including:

- Educational psychologist
- Behaviour Support Team
- Educational Welfare Officer
- School health nurse

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- Police Community Support Officer (PCSO)
- Social Services
- Team Around the Family (TAF)

### **Physical Intervention**

Where physical intervention is required, this will be undertaken by staff who are trained and qualified to do so under the PROACT-SCIPr training programme of 2 days and an annual re-certification course. More information about Physical Intervention can be found in the Physical Intervention Policy.

All incidents involving the use of Physical Intervention should be recorded using the Incident Report Form (as provided by the LA Inclusion Officer), and a risk assessment may also be necessary in preparation for subsequent incidences.

### **Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Relevant training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning equal opportunities.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher, school staff and the Governing Body.

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	

YSGOL TYCROES ADMINISTRATION OF MEDICINE POLICY