



## Ysgol Llannon School

### Discipline and Behaviour Policy

This policy is a statement of the aims and strategies for ensuring consistently good standards of behaviour and discipline in Ysgol Llannon.

*The revised version takes account of*

- [Welsh Government Respecting others: Anti Bullying Overview Guidance DocumentNo: 050/2011](#)
- [Welsh Government Guidance on Exclusions from school and referral units Document Number:081/2012;gav](#)
- *L.A's Anti-Bullying Policy and Behavior Support Plan*

At Ysgol Llannon we aim for a consistent standard of discipline throughout the school, where rules are clear and concise and where children, staff and parents work together to achieve an atmosphere of respect, both for each other and the school environment.

#### **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 Ysgol Llannon 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 Ysgol Llannon, they contribute to promoting kindness, honesty, respect and helpfulness in the daily life of the school.

- Everyone at Ysgol Llannon recognises and praises a wide range of good behaviours.
- A positive, constructive and consistent 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.

### **Rules**

Our rules are kept to a minimum, 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. Pupils discuss and agree the rules at the start of each school year and are referred to regularly in whole school assemblies: this ensures that each pupil acquires a sense of ownership and adheres to the guidelines they have set for themselves. All rules are closely linked to the United Nations Rights of the Child.

#### **General Rules:**

- **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.**
- **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.**
- **We treat school property and the environment with care, and respect our own and other people's possessions.**
- **We are always polite and welcoming to visitors.**

These general rules apply throughout the school and underpin known procedures/codes of conduct which apply at the following times:

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

### **Rules for the Playgrounds:**

The following rules apply to each playground and all children, whatever their age:

- Pupils are to respect each other, treat each other kindly and fairly through actions and words.
- Ball games are allowed at lunch times when there is a split lunch time and yard conditions permit.
- Football is only allowed on the field when conditions permit.

### **Rewards and Sanctions**

We see the management of behaviour at Ysgol Llannon 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 Ysgol Llannon 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:

1. Staff will encourage children verbally and acknowledge effort and achievement.
2. Acknowledgement and praise will be given in front of the class.
3. The child will be sent to colleagues and the head teacher to show and discuss their achievement.
4. Teachers' will give their own awards, e.g. stickers, stars, stamps.
5. Achievements will be reported to parents.

#### **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. Sanctions will be apportioned according to the seriousness of the offence.

General sanctions will include:

- Warnings
- Time out
- Withdrawal of privileges

- Moving on the traffic lights
- Applying the traffic lights system
- Seeing the headteacher
- Informal contact with parents
- Formal contact with parents by the headteacher

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.
- An anti-bullying pro forma may be completed and agreed by pupils/parents and staff.

### **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 Government Guidelines.

We believe that a disciplined child is a secure child and are confident that if the above measures are followed, the children will leave Ysgol Llannon with a strong sense of values and a sound grounding in social etiquette for later life.

### **REWARDS SYSTEM**

These reward systems have previously been used effectively throughout the school: however as we don't have ongoing, problematic behavioural issues, no tangible reward system is used within KS2. The traffic light system is used within the FPh and also a system is in place where pupils are given a sticker on the group chart when they receive praise – pupils within that group are able to choose a reward from the teacher when the chart is full.

**Llyfr Llwyddiannau Llannon Book/ Special Mention**

Staff can put any child in the book for a mention at the end of Friday assembly. This can be for effort in work, achievement, improved behaviour, for helping or supporting others etc.

Children may additionally bring in awards given from clubs outside school. These are shown on Friday in assembly.

### **Cadw Sêr**

Every child has stars which are taken away if they receive more than one warning. When all stars are lost they will forfeit play time. At the end of the week the children who have not lost any stars will be rewarded with a certificate/sticker etc in Friday's assembly.

### **Traffic Lights**

All pupils are placed on the green light. When more than one warning is given the pupil moves to the amber light. If a pupil reaches the red light they will lose their break time. If on the red three times they will be sent to the Headteacher. At the end of the week the children who remain on the green will be rewarded with a certificate/sticker etc in Friday's assembly.

### **Amser Aur**

Children are given half an hour of time to do as they please on a Friday afternoon – colouring, computer, film, game etc. This half an hour is split into 5 minute slots and if they receive more than one warning five minutes of Golden Time is lost. The children who lose golden time have to continue working.

### **Filling a Jar/Llenwi Jar**

Every time a member of the class, group or whole class are praised for their behaviour, effort, etc. a counter is put in the jar. Once the jar is full the class are then awarded with a special treat e.g. extended playtime, trip, visit, film etc.

### **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 functions and by developing informal contacts with school helps 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.

## **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.

### **Ysgol Llannon 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.

Ysgol Llannon 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.

### **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.

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|-----------------|---|
| (a) Investigate | Interview all the children concerned as soon as possible: 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 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 recover self-esteem.</li> <li>• The school will use peer group pressure to actively discourage bullying.</li> <li>• 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.</li> <li>• The school will request help from the Special Educational Needs Support Service and Educational Psychologist where necessary.</li> <li>• The school will involve the police where necessary.</li> </ul> |

## **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.