

Pupil Discipline Policy



Review Date: Autumn 2028

Chair of Governors: Mr L Rees

Headteacher: Mrs N E Morgan



"Live Well, Laugh Together, Learn Forever."

Mrs N E Morgan
Headteacher

Date Adopted: 01.12.2025

Mr L Rees
Chair of Governors 2025/ 2026

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School Expectations

Baglan Primary School is committed to establishing a vibrant learning environment in which pupils and adults can thrive. We promote positive behaviours and attitudes that foster respect and appreciation for others and encourages everyone to make a positive contribution to school life.

School Expectations

These important expectations permeate all aspects of school life:

- Members of the school community will be polite, courteous, helpful and kind.
- Members of the school community will listen and be respectful to one another.
- Members of the school community will strive hard in their learning.
- Members of the school community will act in ways that keep themselves and others safe.
- Members of the school community will take care of property and show pride in our school.

Rights of the Child

- [Article 19](#) – I have the right to be protected from being hurt or badly treated.
- [Article 29](#) – I have the right to an education which develops my personality, respect for others' rights and the environment.

Statements of What Matters

- [Health and Well-being](#) - How we process and respond to our experiences affects our mental health and emotional well-being.
- [Health and Well-being](#) - Developing physical health and well-being has lifelong benefits.
- [Health and Well-being](#) - Our decision-making impacts on the quality of our lives and the lives of others.
- [Health and Well-being](#) - Healthy relationships are fundamental to our well-being.
- [Humanities](#) - Human societies are complex and diverse, and shaped by human actions and beliefs.

Aims and Responsibilities

Aims

The purpose of this Pupil Discipline Policy is to encourage the highest levels of behaviour and to support pupils in their responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years.

This Pupil Discipline Policy aims to: -

- Ensure expected standards of behaviour and conduct are shared with the school community.
- Ensure all members of the school community understand, support and promote the principles underpinning the policy.
- Ensure the underpinning principles of sanctions and rewards are consistently applied in school.
- Enable pupils to develop reasoned, self-discipline and demonstrate respect towards others.
- Ensure pupils have high levels of self-esteem, are happy in school and take pride in their achievements.
- Ensure high standards of orderliness, to maintain a quality learning environment and opportunities for all.
- Ensure the principles of inclusion are promoted and practiced throughout the school community.

Responsibilities

Pupils are expected to: -

- Know the school expectations and engage in discussions about them.
- Adhere to the school expectations, including during off-site visits, and when travelling to and from school.
- Support other members of the school community in promoting the expectations of good behaviour.

Parents and carers are expected to: -

- Know the Pupil Discipline Policy and actively support it through discussions with their child as appropriate, role modelling and leading through example to support the expectations of the school.
- Ensure their child adheres to the school's expectations.

Members of Staff in school are expected to: -

- Set high standards of professional behaviour, politeness, self-discipline and respect to all.
- Listen to pupils, making it clear through their response that pupils' comments are taken seriously and are of importance.
- Actively support the Pupil Discipline Policy through implementing and discussing this with pupils.
- Seek advice from senior leaders and report any concerns regarding the implementation of the Pupil Discipline Policy.

Governors are expected to: -

- Refer all matters regarding discipline to the Headteacher who, in consultation with relevant parties, will investigate.
- Know, support and promote the school's Pupil Discipline Policy.
- Evaluate the effectiveness of the Pupil Discipline Policy and hold senior leaders to account for its implementation.

Behaviour Management

Preventative and De-Escalation Measures

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness and engagement. In order to provide this, the school manages behaviour through positivity.

To do this, adults and pupils: -

- Work to ensure positive, professional and mutually respectful relationships are developed between staff parent/carers and each pupil.
- Acknowledge and celebrate the talents, gifts and differences between individual pupils.
- Are always asked to do the best they can. Staff members will teach and facilitate this behaviour.
- Praise and reward appropriate behaviour.
- Use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice.
- Restorative practices are used as a proactive measure to de-escalate situations and to explore, restore and repair relationships.

Principle of Reward

The school recognises that a positive learning environment can be created by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves.

Individual Rewards

The following rewards are used regularly by all staff: -

- Specific verbal praise highlighting the effort or acquisition of new skill / understanding.
- Stickers for the pupil to wear.
- Opportunities for pupils to share their work with a senior member of staff.
- Shining Stars Certificates awarded during a weekly achievement assembly.

Sanctions

In all disciplinary actions, it is essential for the pupil to understand that it is the behaviour that is unacceptable, and not the child as a person. The interventions and consequences described below are in place to reinforce the expectation that the behaviours of everyone in the school community positively promote learning.

STAGE	CHARACTERISTICS	INTERVENTIONS
Low Level Disruption Inappropriate Behaviour	Calling out / attention seeking Interrupting others Ignoring instructions Incomplete learning tasks Being off task / playing	<ul style="list-style-type: none"> • Highlight positive behaviours • Reinforce expectations through praise • Pre-empt situations • Quiet conversations / reminders • Provide tactile resources to help focus • Reference to Class Charters
Medium Level Disruption Inappropriate Behaviour	Taking possessions belonging to others Persistent disruptive behaviour Deliberately creating a disturbance Increasing incidents of ignoring instructions Offensive language General lack of effort in learning	<ul style="list-style-type: none"> • Apply positive strategies as above • Speak with a senior member of staff • Discussion with parents
High Level Disruption Incident	Serious challenge to authority Intentional physical harm of others Repeated & sustained ignoring instructions Leaving classrooms without permission Malicious allegations against others Deliberate damage to property Prolonged lack of effort in learning	<ul style="list-style-type: none"> • Apply positive strategies as above • Individual behaviour plan in place • Regular review meetings with parents • Advice applied from outside agencies • Discussion with parents • Record in the online safeguarding tool if necessary
Persistent Disruptive Behaviour Serious Incidents	Bullying – physical and emotional Repeated serious challenge to authority Serious intentional physical harm of others Leaving school boundary without permission	<ul style="list-style-type: none"> • Involvement with outside agencies • PSP set up • Fixed term exclusion • Permanent exclusion • Discussion with parents • Behaviour Book

It is possible and quite likely that children can exhibit behaviours from different stages. The list of interventions and consequences is not exhaustive and do not directly correlate to the characteristics opposite. In all circumstances, our knowledge of the individual children and the context in which incidents and behaviours are exhibited will be factors brought under the consideration of staff.

Exclusions

The school will apply exclusions as a last resort and after all other interventions and support strategies have been applied. The school conforms to the Local Authority Exclusion Guidance.

Fixed-term exclusions are deemed as serious by the school, parents will be informed immediately through a telephone call home to parents and a formal letter which provides all parties' rights, responsibilities and details of the exclusion.

Following a fixed-term exclusion, a reintegration meeting will be held with the pupil and relevant staff to which parents are expected to attend. During this meeting, the incidents that lead to the exclusion will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not attend the reintegration meeting, alternative measures will be taken to assist their full participation.

Permanent exclusion is extremely rare. In the event of a permanent exclusion the Local Authority will contact parents. Wherever possible the school works with other education provisions to facilitate referrals to alternative provision which may make permanent exclusion unnecessary.

Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of pupils' social, emotional and behavioural skills. Further information and advice is detailed in the school's Anti-bullying Policy; copies of which can be obtained from the school office or on the school's website.

Pupils with ALN

Those pupils with Additional Learning Needs (ALN) and disabilities as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards.

The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's ALNCo and, in some cases, will have an Individual Development Plan relating to behaviour in place. Other agencies may become involved to assess the needs of the pupil.

Further information is available in the school's ALN Policy.

Rights of the Child

- [Article 19](#) – If I have a disability, I have the right to special care and education.

Managing Pupil Transition

We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage. We hold transition meetings at every move to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally.

We have good communicative relationships with local secondary schools and pupils are encouraged to attend taster days and visit prospective new schools. Relevant staff will also visit schools and liaise with the Heads of Year/Head-teachers in order to ensure smooth transition for pupils. Not only are pupils prepared for the academic transition of moving to secondary school, but also the social side.

Rights of the Child

- [Article 19](#) – I have the right to be protected from being hurt or treated badly.

Involvement with Outside Agencies

The school will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

Rights of the Child

- [Article 6](#) – I should be supported to live and grow.
- [Article 12](#) – I have the right to be listened to and taken seriously.

Use of Reasonable Force

The school does not encourage the use of force, and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation. Nearly all staff have received Team Teach training.

All incidents involving the use of force will be recorded in an incident book by staff involved as soon as possible after the incident and copies will be given to the class teacher and Headteacher. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so. All copies of physical intervention reports are sent to the LA on a monthly basis.

Communicating the Policy to Parents/Carers Staff, Volunteers and Pupils

For the Pupil Discipline Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

The school works with parent/carers and pupils so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/carers regularly. Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher.

Race Equality and Equal Opportunities

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. We are committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.

Monitoring and Evaluating

The school will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective, and in-line with the school's policies. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from classroom and playground observations; questionnaires from parent/carers, staff and pupils; School Council agendas; number and nature of individual behaviour plans in place; impact of interventions, groups and clubs; conversations with pupils; conversations with parents; conversations with staff; and through specific monitoring by staff and governors.

Complaints

The school has a standard complaints procedure. Parents are encouraged to take any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the Complaints Policy. This policy is available from the school office and also on the school website.

Relationship with Other Policies

This policy should be read in conjunction with the school's Attendance, Anti-Bullying, Complaints, Safeguarding and Child Protection Policy, Strategic Equality Plan, E-safety, Health Care Needs, Teaching and Learning, ALN and Race Equality policies.

Date agreed: 01.12.2025

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Chair of Governing Body: Mr L Rees

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