



Behaviour and Discipline Policy

Introduction

We are very proud of the standards of behaviour at Ysgol Griffith Jones. Visitors often comment about the courtesy, helpfulness and general good behaviour of our children. The same can be said whenever Ysgol Griffith Jones children attend school trips, sports matches etc.

- This policy document is a statement of our aims, principles and strategies for encouraging good behaviour at Ysgol Griffith Jones School.
- It was developed through a process of consultation between all members of the school community including the teaching and support staff, governors, parents and pupils

Purpose of this Policy - This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

At Ysgol Griffith Jones School we strive to:

- Encourage a trusting and caring environment.
- Create a positive atmosphere so that the children feel safe and secure and can develop self-discipline and self-esteem.
- Ensure each child in the school is equally valued by all, irrespective of class, age, race, gender and disability.
- Ensure excellent standards of teaching and learning in order to fully develop the potential of all pupils and prepare them to become lifelong learners.

- Support all pupils to develop into: ambitious, capable learners; enterprising, creative contributors; healthy, confident individuals; knowledgeable and principled pupils.

It is the primary aim of Ysgol Griffith Jones that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of this policy is not a system of enforced rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

We will make the school policy available to parents and encourage them to promote positive behaviour, working in partnership with the school.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

AIMS

Our aims for behaviour are that all children will:

- Be tolerant and understanding with consideration for the rights, views and property of others.
- Develop a responsible and co-operative attitude towards their roles in society.

- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- Take a proud and responsible interest in caring for their environment.
- Show respect for others, the environment and for ourselves.
- Be able to distinguish between right and wrong.
- Encourage children to discuss aspects of their behaviour and that of others and to make suggestions to improve their own behaviour or the behaviour of others.
- Be able to understand the system of rewards and to enable them to measure how their skills and attitudes are improving.

Principles

Every child has the right to learn and no child has the right to disrupt the learning of others.

The establishment of an appropriate ethos is an essential prerequisite for learning. It depends upon trusting relationships and process of co-operative teamwork and the school welcomes and encourages the involvement of LEA, governors, parents and others in the community.

School Expectations

At the beginning of every school year staff and children discuss the following expectations. All children and adults will be expected to uphold them. There needs to be common expectations of behaviour within every class to enable the children to develop personal and social skills and to help them to acquire positive attitudes to learning. We expect pupils to be polite, courteous, honest and truthful at all times. Also to:

- Listen when someone is talking in class.
- Respond the first time a request is made.
- Work and play constructively with others.
- Take turns and share.
- Respect others different opinions.
- Find ways to settle disputes quickly.
- Be truthful about their own actions and those of others.
- Work independently and responsibly.

- Follow instructions.
- Complete tasks in the time given.
- Respect the school environment, including school and personal property.
- Walk carefully and quietly around the inside of our school.
- Be sensible when using the cloakroom, toilet, library and other areas.
- Leave areas tidy after use.
- Never take other children's things without their permission.

Lunchtime and Breaktime Behaviour

Class values apply at all times during the school day both in and out of the classroom:

- Listen to instructions given by adults and respond immediately.
- Behave sensibly at the table and do not walk around the dining hall without permission.
- Help others when you can.
- Line up sensibly and quietly.
- Play with thought and consideration for others.
- Remain within the boundaries at all times.

Developing Strong Relationships, Praise and Rewards

At Ysgol Griffith Jones, we believe that the foundation to excellent teaching and learning is the development of strong working relationships between all our staff and children. We do this by:

- having a sound knowledge of pupils' abilities and needs
- using 'Pupil Voice' to plan interesting, engaging and differentiated lessons and by effectively organising our classroom resources and learning environment
- using a variety of Assessment for Learning methods to ensure that our pupils have full ownership of their own learning
- greeting our pupils as they arrive at the door in every lesson
- using positive and inclusive language when giving clear and visual instructions at the start of each lesson, through identifying / declaring

lesson aims and objectives, success criteria and expectations of behaviour

- sharing classroom responsibilities among pupils
- offering supportive, verbal feedback and praise at every opportunity
- using "Circle Time" to hold interesting and positive discussions and to solve problems
- holding restorative conversations when dealing with misbehaviour

Rewarding Good Behaviour

We praise and reward children for good behaviour in a variety of ways. Teachers congratulate and praise children at every opportunity.

Rewards are awarded for:

- Sustained or improved effort.
- Attentive listening.
- Co-operative work with others.
- Being, kind, honest and polite.
- Good behaviour off the school campus e.g. trips, sporting events, theatre visits.

Ideas for rewards include:

- Stickers.
- Star charts.
- Golden time/Amser Aur
- Class Reward Scheme
- Headteacher's Awards
- Gwasanaeth Dathlu – A rewards assembly is held on a weekly basis to celebrate good behaviour and achievements in class. Pupils are presented with certificates.

Disciplinary procedures

Unfortunately, as in every school, there is occasional misbehaviour. When dealing with misbehaviour, we use positive language and a restorative approach which is applied consistently across the whole school.

Effective Communication – at our School we focus on positive behaviour and action, emphasising what learners should be doing rather than not doing.

Circle time and PSE/Wellbeing sessions, as well as the use of wider communication tools enable pupils to communicate their thoughts and concern.

- **Intervention** – at our School we use restorative work and teaching and learning to explore why some words and behaviours are unacceptable and should not be used in school. We have quiet areas and a sensory room allocated for pupils to reflect and take time out from challenging situations. We work closely with parents and outside agencies to support pupils with their behaviour when necessary.
- **Curriculum** – in addition to embedding a restorative ethos, we use Health and Wellbeing Sessions to embed lessons around relationships, positive behaviour, and resilience. Our School implements the new Curriculum for Wales and the four key purposes to support all learners to become ethical, informed, healthy and confident individuals who are ready to learn.

Our Strategies

- Implement simple strategies to manage the situation e.g. moving the pupil within the classroom.
- Years 2-6 – leading to 'Amser Meddwl' Breaktime reflection time.
- Mainc Meddwl – whole school – time to reflect and calm down during break times.
- Record the unacceptable behaviour in the pupil's contact book where appropriate.

Incidents of bullying or seriously inappropriate behaviour are recorded. It is very important that only those incidents that are actually seen by a member of staff, or a child admits to are to be recorded. Serious incidents are reported to the Headteacher. Serious incidents include:

- Biting, kicking, punching or any form of physical assault towards another pupil or member of staff.
- Any form of bullying.
- Use of foul language

- Damage to school property.

Any mitigating circumstances leading up to serious incidents should be thoroughly investigated, recorded and reported.

At the Headteacher's discretion the parents may be informed. We make every effort to inform parents of any behaviour incidents as part of our close working partnership with parents.

Restraining Pupils

Staff can use reasonable force to control or restrain pupils. However, they should be mindful that there is no legal definition of reasonable force. The only situations in which reasonable force may be appropriate are as follows:

- Self-defence.
- Averting injury to another pupil or significant damage to property.
- In dealing with a pupil who is behaving in a way that is compromising good order and discipline.

If reasonable force is required members of staff are advised to make sure they are accompanied by another adult. Staff attend Team Teach courses to ensure correct restraining techniques are used.

Behaviour Contracts/Risk Assessments

Where children find managing their behaviour difficult or their behaviour is continually rude, aggressive, insolent, disruptive to class etc. a behaviour contract or Risk Assessments may be established between the Headteacher, class teacher, parents and the child. The contract will include targets, strategies and rewards relevant to that child and his/her behaviour.

In these situations we work very closely with the Carmarthenshire Behaviour Support Service.

Daily notes/Target Sheets are recorded by the class teacher/LSA/pupil about the child's behaviour and a 'Home/School Behaviour Diary' may also be used if appropriate. Entries written in the diary should include both positive and negative instances of behaviour/progress. Any improvements in behaviour are recorded and rewarded.

Arrangements may be made to support children who find managing their behaviour difficult.

Expectation of behaviour when travelling on School Transport

Pupils travelling to and from school on buses are expected to show appropriate behaviour at all times

Inappropriate behaviour is reported to the Headteacher and who will take the necessary actions. The transport department is entitled to exclude a pupil from travelling on the bus for serious and repeated incidents on poor behaviour.

Fixed-term and Permanent Exclusions

Only the Headteacher has the power to exclude a pupil from school.

Fixed term exclusion will only be used where there has been a serious physical assault towards staff/pupils or persistently aggressive, rude or disruptive behaviour.

The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving the reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the L.A and the governing body of any permanent exclusion, and of any fixed term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the L.E.A and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Roles and Responsibilities

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:-

- Esteeming children and adults as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Rejecting all conduct involving bullying or harassment.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging one another.

The Headteacher, with Governors and teaching staff, work towards the school's aims by:-

- Taking a lead in the establishment of positive school ethos.
- Taking responsibility for devising and implementing a Teaching and Learning Policy which acknowledges its influences on pupil's behaviour and motivation.
- Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken.
- Recording and reporting attendance.
- Taking active steps to ensure that buildings and grounds are well maintained and that any damage is quickly rectified.
- Encouraging community use of the school facilities to increase local involvement and commitment.

In the Classrooms, teachers work towards the school's aims by:-

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude.
- Enabling children to take increasing responsibility for their own learning and conduct.
- Ensuring that learning is progressive and continuous.
- Being good role models i.e. punctual, well prepared and organised.
- Taking quick, firm action to prevent one child inhibiting another's progress.
- Providing opportunities for children to discuss appropriate behaviour.
- Working collaboratively with the shared philosophy and commonality of practice.

Pupils work towards the school's aims by:-

- Contributing to the development of the school's code of behaviour.
- Conducting themselves in an orderly manner in line with this code.
- Taking growing responsibility for their environment and for their own learning and conduct.

Parents work towards the school's aims by:-

- Ensuring that children attend school in good health, punctually and regularly (this includes taking holidays out of term time).
- Providing prompt notes / telephone calls or e-mails to explain all absences.
- Providing support for the discipline within the school and for the teacher's role.
- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in discussions concerning their children's progress and attainments.

- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- Taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading, and assisting in learning of tables and spellings.
- Allowing children to take increasing and personal and social responsibility as they progress throughout the school.
- Accepting responsibility for the conduct of their children at all times.

Strategies for developing good partnership with parents include:

- Regular informal contact with teachers who are always accessible to parents before and after school
- Good communication channels, including newsletters from school.
- Parents' evenings twice a year.
- A programme of school productions and PTFA fund raising events.
- An induction programme for children entering the Foundation Phase 1 which includes an opportunity for parents to visit school to discuss matters with the class teacher and support staff.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy, and if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil who is suspended for a fixed term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

Review

The governing body will review this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Conclusion

The success of this Behaviour Policy will depend on all the staff having consistent expectations of good behaviour and using consistent approaches to deal with misbehaviour.

This policy was reviewed by the Governing Body of Ysgol Griffith Jones on:

Date: 26/01/2026

Signed:  (Chair of Governors)

Signed:  (Headteacher)