



## Cilffriw Primary School

# Policy for Pupil Discipline And Behaviour Management

Reviewed on:	30.3.23
Signed by Headteacher:	<i>M. Quin</i>
Signed by Chair of Governors:	<i>D. Jones</i>
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# **POLICY FOR PUPIL DISCIPLINE AND BEHAVIOUR MANAGEMENT**

## **Aim**

It is our aim at Cilffriw Primary School that each child should be considerate and courteous to others, listening and acting upon request, caring for themselves, others and the surroundings and responding positively to the rules of the school.

We believe that children should learn that their behaviour affects themselves, others and the whole school. Emphasis is put on expecting and celebrating good behaviour and positive attitudes.

## **This policy is intended to:**

- Ensure that every child has a right to a safe, secure and happy environment free from physical and emotional threat.
- Encourage independence, self-discipline thereby raising self-esteem so that everyone learns to accept responsibility for their own behaviour.
- Ensure that everyone has a consistent approach to behaviour with a shared understanding of expectations.
- Encourage parents to work in partnership with the school.
- Encourage positive, caring attitudes where everyone feels valued.

This Policy will be implemented alongside Equality, Racial Awareness, and Anti Bullying Policies.

We have a Code of Conduct that sets out, in general terms, how we expect our pupils to behave in school and on visits. The Code of Conduct is agreed with the children at the beginning of each school year and periodically throughout the year. All pupils are expected to behave according to the guidelines set out in the Code.

## **Code of Conduct**

- ◆ All members of the school community should respect one another.
- ◆ All children should acknowledge the authority of, and respect, their teachers and other adults.
- ◆ All children should show regard for their fellow pupils.
- ◆ All children should respect their own and other people's property and take care of books and equipment.
- ◆ Cilffriw Primary expects children to be well-behaved, well-mannered and attentive.
- ◆ Children should walk (not run) within the school.
- ◆ If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- ◆ Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- ◆ Foul or abusive language should never be used.
- ◆ Children are expected to be punctual.
- ◆ Children should not bring sharp or dangerous instruments to school.

- ◆ Children should wear the correct school uniform. Jewellery should not be worn other than stud earrings and a wrist watch.

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

### **Rewards**

Good behaviour in children should be rewarded in order to re-enforce, celebrate and to uphold well-behaved children as role models. Rewards should be varied, appropriate in worth and meaningful to the child.

#### **Rewards to be used may include:**

- ✓ smiles, verbal praise
- ✓ attention from an adult, time with teacher or TA
- ✓ undertaking a favourite task or using favourite equipment
- ✓ stars, badges, stickers and certificates
- ✓ informing parents of achievements
- ✓ taking on a particular responsibility – taking a message
- ✓ sharing achievement with the rest of the class or school

#### **Verbal praise may be used on three levels:**

- ✓ one to one
- ✓ public to whole class
- ✓ public to whole school during Achievement Assembly

### **Sanctions**

Sanctions should be used when children do not behave in accordance with our definition of good behaviour.

A sanction should:

- ✓ be used consistently
- ✓ where possible match the misdemeanour
- ✓ be carefully planned and form part of an agreed hierarchy

Sanctions to be used may include a reprimand by look, verbal reminder of expected behaviour or reasoning through class discussion with no record kept.

### **Detentions**

Detention is given to a child when the following occur:

- ✓ physical aggression
- ✓ verbal abuse to adults and/or children
- ✓ refusal to comply with instruction from a member of staff
- ✓ wilful damage or theft
- ✓ persistent failure to return homework (see Homework Policy)

Class teachers deal with minor behaviour issues as appropriate and according to the class system of rewards and sanctions. This may include:

- ✓ denied access to certain activities (children are never denied access to the

Curriculum).

- ✓ withdrawal of privileges e.g. “Helpwr Heddiw” duties.

Further problems are dealt with by:

- ✓ the child being removed to another class
- ✓ the Headteacher being informed
- ✓ the child being removed to work with the Headteacher
- ✓ withdrawal of greater privileges e.g. after school clubs, non-educational visits

In all of these instances, parents are contacted and invited to come into school to discuss the situation.

When unacceptable behaviour occurs and is deemed serious, parents are immediately informed by the Headteacher who invites parents to come into school to discuss the matter.

## **Serious Incidents**

### **Incident Log**

These are used to record:

- ◆ any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- ◆ loss, theft, or damage to property
- ◆ any other incidents or matters of a serious nature.

Completed incident forms are kept in the pupil records in the headteacher’s office.

## **Use of Physical Intervention (Use of Reasonable Force)**

Please see Safe and Effective Intervention Policy.

Physical intervention will be used only in situations where a pupil is putting himself or herself in danger, or is endangering other pupils. Staff will first use a calm but firm tone of voice to attempt to stop the dangerous behaviour, giving the pupil the chance to move to a quiet space to calm down. However if the dangerous behaviour continues, staff will send for the Headteacher. The Headteacher will use the necessary and proportionate physical intervention to ensure the safety of all pupils. If the Headteacher is not available, other staff members will use physical intervention. Whenever possible, physical intervention will involve two members of staff.

All staff members are routinely trained in Team Teach holds, including caring c’s, the single elbow hold, double elbow hold and T-wrap.

Where physical intervention has been required (other than caring c’s) staff will complete the Positive Handling Incident Record. Completed forms will be checked by the Headteacher and stored in pupil records in the headteacher’s office. The Headteacher will inform the local authority of all incidents requiring physical intervention on a monthly return.

## **Behaviour Risk Assessments**

If a pupil displays a pattern of dangerous, aggressive or destructive behaviour, this will be assessed using a Behaviour Risk Assessment. This will provide all staff with appropriate methods for defusing or controlling such behaviour. If the risk assessment highlights the need for secondary controls requiring physical intervention, parents will be informed and will work with the Headteacher to create an agreed Positive Handling Agreement. Physical intervention must not be routinely used on a pupil without the involvement of parents in creating such a plan.

## **Leaving the School Grounds**

No pupil is allowed to leave the school grounds during the school day, and all pupils are carefully monitored at all times while on the yard. However, if the unlikely situation arises where a pupil deliberately leaves the school grounds, staff members must make an immediate dynamic risk assessment. Any attempt to intercept a pupil must take into account the likelihood of the pupil running ahead, possibly into the road. Foundation Phase pupils and younger Junior pupils who are accompanied by parents to school should be intercepted and guided back into school when it is safe to do so. Older pupils who walk to school on their own should not be chased or followed as this is likely to encourage the pupil to run ahead, possibly into greater danger on the main road. Parents should be immediately informed. The Education Welfare Officer and Police should also be immediately informed.

**The person responsible for behaviour management will be the deputy Headteacher who will work in the first instance with the Headteacher:**

- ✓ Visit classrooms to offer practical advice on classroom management and organisation
- ✓ Suggest strategies that will help to improve the classroom behaviour of difficult pupils
- ✓ Suggest ways of improving the confidence and self esteem of pupils and teachers
- ✓ Help to improve the expertise of teachers in managing behaviour
- ✓ Remind staff and pupils of school rules, ensuring consistency throughout the school
- ✓ Support individual pupils when difficulties occur
- ✓ Organise support for parents as appropriate
- ✓ Liaise with outside agencies in order to improve understanding of the problems experienced outside school
- ✓ Ensure that the learning needs of the pupils are not adding to difficulties of behaviour
- ✓ Take the lead in reviewing the school discipline policy
- ✓ Attend relevant courses or organise school based INSET
- ✓ Demonstrate strategies such as Circle Time

## **The Unresponsive Child/ The Child in Crisis**

The vast majority of pupil behaviour will be managed effectively by the consistent use of positive recognition and the systematic application of consequences. However, there may be some instances where action has to be taken immediately to deal with a pupil's disruptive behaviour.

It will be essential to:

- Discover the exact nature of the problem.
- Show empathy and concern.
- Find out why, where and when a problem occurs.
- Work with the pupil to improve behaviour.
- Agree on a course of action.

There will be a small minority of pupils for whom the usual behaviour management strategies of the school are insufficient to address their difficulties. Additional steps will then need to be taken for these pupils. At this point consideration must be taken to placing the child on the SEN register at School Action. The class teacher, SENCO and senior teachers should be involved in planning a way forward using Individual Education Plans. The school will liaise with the local authority Behavioural Support team and/or Educational Psychologist. At all stages, working with parents is a priority.

### **Exclusions may take place:**

- In response to serious breaches of the school's discipline policy.
- Once the range of alternative strategies have been tried and failed.
- If allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or of others in the school.
- In all cases the school will follow the LEA guidelines for exclusions with reference to Circular 1/2004

### **Beginning of the School Day**

Teachers welcome children at lining up time, and lead them into school. The cloakrooms are supervised. The Headteacher or deputy Headteacher is on duty at the beginning of the day.

### **Break Time**

On dry days children line up in class and walk out to the playground. Younger children are accompanied to the doors by teachers or teaching assistants. Reception children use the front steps.

Teachers and teaching assistants are on duty on a rota basis. In the event of an accident, children are taken into the main building to be treated with first aid. Mr Pearce will advise on action in the event of a serious matter.

At the end of playtime a message is sent in to staff in order that they are waiting in the yard for their children to line up. The children can then be accompanied by the teacher into the building in an orderly manner - this ensures continuity of supervision.

### **Wet Break Times**

Rainy day activities are provided in each class which include a variety of games that the children may be engaged in. Class work/activities are always cleared away before break time. The teachers and support staff on duty will circulate around all classes to ensure that good behaviour is maintained.

## **Lunch Times**

Reception children are seated first, followed by the infant children. Junior classes follow a 4 week rota. All children, whether they have school or packed lunch eat at dining tables in the hall.

Incidents which occur at lunchtime are always reported to the Headteacher or to the teacher on duty at the end of the lunch break.

## **Entering and Leaving Class**

Children line up and are supervised by the teacher/teaching assistant/supervisor as appropriate. Children are encouraged to walk at all times.

## **Classroom Rules/Organisation**

Within each classroom, the teacher will set their own class rules with regard to organisation, acceptable behaviour and noise level. However, all classes display the school rules. Classroom organisation is a high priority in the school and is part of teachers' planning.

### **Effective classroom organisation:**

- ✓ promotes good behaviour
- ✓ encourages self discipline
- ✓ prevents incidences of unacceptable behaviour

## **Attendance**

The First Day Response system is effective in monitoring attendance. Reports of truancy are always followed up by the Headteacher. If explanations are unsatisfactory or if there is a repeat pattern, the EWO is informed and he then makes a home visit. The school clerk and the Headteacher monitor attendance weekly with the EWO and plans made for visits to families with irregular attendance. Teachers are also encouraged to look for patterns of absences and lateness and to report these to the Headteacher. Teachers do not follow up attendance matters with parents.

## **Punctuality**

Pupils are encouraged to arrive in school on time. Parents of pupils who frequently arrive late will be spoken to by the Headteacher. However, if the pattern is persistent, the EWO will be contacted.

This policy will be reviewed regularly to ensure that it reflects the current practice at Cilffriw Primary School.