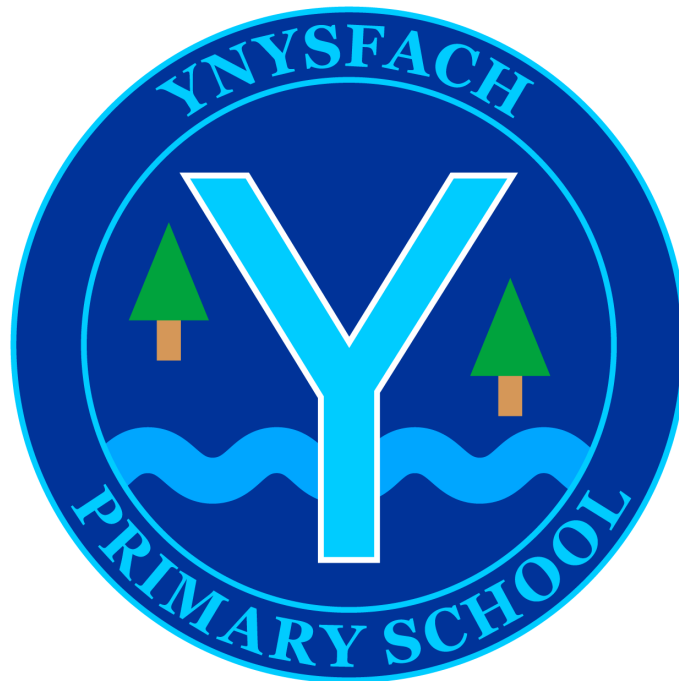


# Ynysfach Primary School



## Behaviour and Discipline Policy

AUTUMN 2025



### Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and equally. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour and Discipline Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. This policy aims to promote an environment where everyone feels happy, safe and secure. We aim to develop a positive self-esteem in each pupil, to encourage their best efforts, independence and responsibility for their own actions. (See Rights Respecting Charter)

The primary aim of this Behaviour and Discipline policy is not a system to enforce rules; rather 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. As a staff we will provide clear expectations of behaviour to which every pupil can aspire to.

We treat all pupils fairly and apply this behaviour policy in a consistent way, however individual pupils' needs will be taken into consideration and will be catered for accordingly. (see Equality Policy)

The policy aims to help pupils to grow in a safe environment, and to become positive, responsible and increasingly independent members of the school and wider community.

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The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### Rewards and Consequences

We use positive reinforcement and praise to ensure good behaviour in our pupils:

- Teachers congratulate pupils.
- Pupils earn stars and do jo points for good behaviour and hard work. These feed into certificates.
- Messages of positive behaviour are sent home to parents.
- Each week we nominate pupils from each class to be "Seren Yr Wythnos". During the Friday morning assembly, the teacher explains why that pupil has been chosen and the pupil is presented with a star of the week certificate.
- We have a Rights Respecting "Golden Table" which is used on a weekly basis to praise good behaviour and effort.
- We have Pupil of the Term and Pupil of the year. These pupils are rewarded with a small gift.
- We nominate a 'reader and writer' from Year 6 who has displayed consistent good behaviour and hard work during their school career. We have a board to celebrate these achievements.
- All pupils have the opportunity to share achievements, both in and out of school in assemblies.
- Pupils are awarded certificates for passing a significant level in catch up groups.
- Siaradwr Yr wythnos is rewarded weekly to pupils, these awards are presented by Criw Cymraeg in their assembly.
- Good attendance is rewarded. If a class achieves 100% attendance in a week, they will receive 10 minutes extra play on a Friday afternoon.
- Pupils who remain 'Green' all week receive 'Green Time'. They will then choose what they wish to do during this time. If they remain green all term, they will be rewarded.

### **Bronze, silver and gold awards**

Pupils are able to gain 'stars or do jo points'. The pupils will be able to collect these in order to achieve their Bronze, Silver and Gold Awards for good achievement/behaviour. This is another way of rewarding and

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responding positively to the good (and often excellent) behaviour of the majority of the pupils at Ynysfach.

*The reward system will work as follows:*

30 stars ~ pupils will receive their BRONZE AWARD

60 stars ~ pupils will receive their SILVER AWARD

90 stars ~ pupils will receive their GOLD AWARD

120 stars ~ Pupils will receive their PLANTINUM AWARD

**Our aim is to celebrate pupils' achievements, effort and good behaviour and to use it as a role model for other pupils.**

### Sanctions

|                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>High Risk</b> <ul style="list-style-type: none"><li>➤ Planned violent assault against peers/staff.</li><li>➤ Stealing</li><li>➤ Intentional vandalism</li><li>➤ Racial abuse</li><li>➤ Sexual abuse</li></ul> | <b>Sanctions</b> <ul style="list-style-type: none"><li>➤ (In addition to below)</li><li>➤ Immediately report to Headteacher or Deputy head teaching (SMT)</li><li>➤ Parents informed of unacceptable behaviour</li><li>➤ Exclusion from school</li></ul>                                      |
| <b>Medium Risk</b> <ul style="list-style-type: none"><li>➤ Hitting, kicking, swearing</li><li>➤ Being deliberately disrespectful.</li><li>➤ Deliberately refusing</li><li>➤ Personal insults</li></ul>           | <b>Sanctions</b> <ul style="list-style-type: none"><li>➤ (In addition to below)</li><li>➤ Individual record kept</li><li>➤ Individual report card</li><li>➤ See 'Good to be Green' system</li></ul>                                                                                           |
| <b>Low Risk</b> <ul style="list-style-type: none"><li>➤ Play fighting</li><li>➤ Name calling</li><li>➤ Pushing</li></ul>                                                                                         | <b>Sanctions</b> <ul style="list-style-type: none"><li>➤ Change in seating arrangement including the use of corridor space</li><li>➤ Miss break time</li><li>➤ Apology made</li><li>➤ Teacher/pupil discuss the incident - reflection sheet</li><li>➤ See 'Good to be Green' system</li></ul> |

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### Good to be Green

Year 3 -6 - use the 'good to be green' system. Pupils start the day with a green card. If there is poor behaviour/ work, they pupils receive a 'Stop and Think' card. If this continues, they move to an orange 'Warning' card and then finally a 'Consequence card'. Every day is a new day, and they start the day with a green card. This is very effective in encouraging children whose inclination might be to misbehave, to be noticed for doing the right thing and also giving them opportunity to change their behaviour before the 'consequence card'. For those who have stayed 'Green' all week they have 'Green Time', for those who have stayed 'Green' all term there is a reward. The pupils and teacher keep a record of who's Green on a class chart and individual bookmarkers (see appendix 1)

The school employs a number of sanctions to enforce the School Charter, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation however individual pupils' needs will be taken into consideration and will be catered for accordingly. (see Equality Policy)

- We expect pupils to listen carefully to instructions in lessons. If they do not do so, we will use a stop and think card/ warning card or ask them either to move to a place nearer the teacher or to sit on their own. The use of resources to support pupils in this task e.g. fiddle toy can and will be used if deemed appropriate.
- We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task. Pupils may also sometimes be asked to complete work at home if it has not been completed in School. Parents will be informed if this is the case.
- If a pupil is disruptive in class, the teacher reprimands him or her. If a pupil misbehaves repeatedly, the pupil will receive a consequence card and we would move the pupil from the class until she/he calms down and is in a position to work sensibly again with others. This may include working quietly in the corridor or in another room supervised by an adult. The pupil may occasionally be sent to the Headteacher if the teacher thinks this is appropriate. This is used as a last resort option. If the head teacher feels it appropriate, they will contact the parents
- The safety of the pupils is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops

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the activity and prevents the pupil from taking part for the rest of the session and parents may be contacted.

- If a pupil threatens, hurts or bullies another pupil, the pupil is reprimanded and sent to the Headteacher who will decide if any sanction is needed. If a pupil repeatedly acts in a way that disrupts or upsets others, the school contacts the pupil's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the pupil.
- Pupils may miss some of their break times because of behaviour or not completing work there are also sanctions like missing 'Green Time'.
- A pupil is always encouraged to give his/her point of view when an incident of misbehaviour occurs. All pupils will be listened to in a calm manner.

The pupils and the class teacher devise a Class Charter at the beginning of each academic year. This charter is linked with the Rights Respecting Ethos of the school. In this way, every pupil knows the standard of behaviour we expect in our School. If there are any incidents of anti-social behaviour, the class teacher discusses these with the whole class or individually with the child, depending on the circumstances.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend School free from fear. (See our anti-bullying policy)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Dee Circular 10/98, relating to section 550A of the Education Act 1996: The use of Force to Control or Restrain Pupils and circular 37/98 from The National Assembly in Wales. Teachers in our schools do not hit, push or slap pupils. Staff only intervene physically to restrain pupils or to prevent injury to a child, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils.

### The role of the class teacher

It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner during lesson time. However individual

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pupils' needs will be taken into consideration and will be catered for accordingly. (see Equality Policy)

The class teachers in our School have high expectations of the pupils in terms of behaviour and they strive to ensure that all pupils work to the best of their ability.

The class treats each pupil fairly and consistently. The teacher treats all pupils in their class with respect and understanding.

If a pupil misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher or deputy Headteacher.

The class teacher and Headteacher liaise with the ALNCo if a pupil is experiencing difficulties. The ALNCo may then deem it necessary to involve outside agencies, such as the School Educational Psychologist, the Access to Learning Team and the Education Welfare Officer, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each pupil in their class, in line with the whole-School Policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child and a 'Home School Target Book' may be used

### The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the **pupils** in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

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The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual *pupils* for serious acts of anti-social behaviour; the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

### The role of parents

The school works collaboratively with parents, so *pupils* receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning and to co-operate with the school, as set out in the Home-School agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way that their *pupil* has been treated, they should initially contact the class teacher or the Headteacher. If the concern remains, they should contact the School Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### The role of the Governors

The Governing Body has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the School behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions on matters of behaviour.

### Fixed-term and permanent exclusions

Only the Headteacher (or the most senior teacher acting in the Headteacher's absence) has the power to exclude a pupil from School. The

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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 fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

A decision to exclude a pupil should be taken only:

A) In response to serious breaches of the school's behaviour policy;

And

B) If allowing the pupil to remain in School would seriously harm the education or welfare of the pupils or others in the school.

Some *pupil's* behaviour can be particularly difficult at lunchtime. Where this is the case, it may be possible, through discussion and agreement with the parent, to arrange for the pupil to go home for lunch. If this is not feasible, provision exists to exclude the pupil for the duration of the lunchtime, placing the legal responsibility for the *pupil* back with the parent. Lunch-time exclusion is regarded as equivalent to a quarter of a school day.

If the Headteacher excludes a pupil, he/she informs the parents immediately, giving the precise period of the exclusion and the reason 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 such an appeal.

The Headteacher informs the LEA 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 pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a discipline committee which is made up of between three to five members. This committee considers any exclusion appeals on behalf of the Governors.

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When an appeal panel meets to consider any exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA; and consider whether the pupils should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### Monitoring

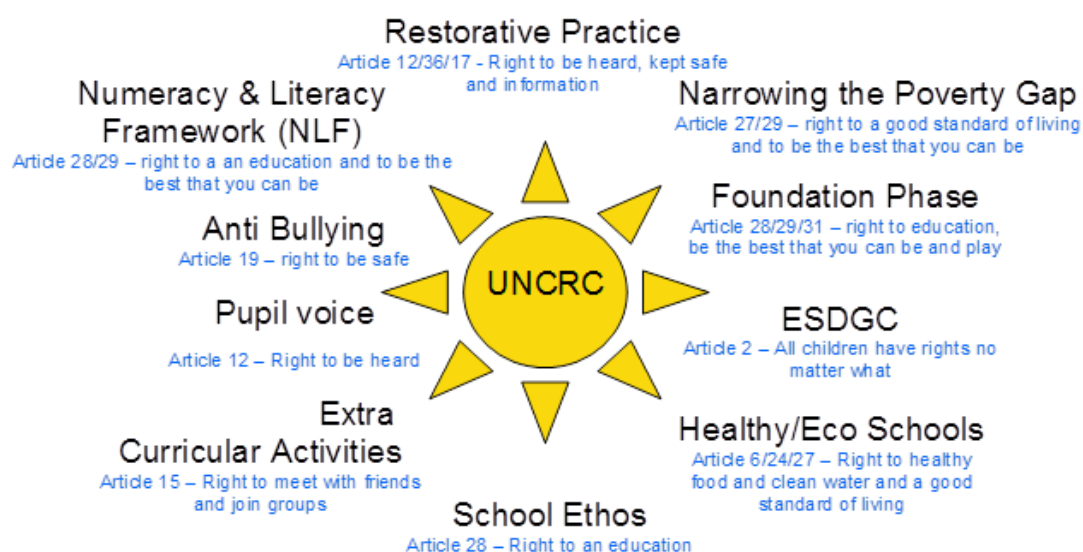
The Headteacher monitors the effectiveness of the policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

A record is also kept of *pupils* whose behaviour gives cause for concern.

The Headteacher also keeps a record of any pupil who is excluded 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.

## **Ynysfach Primary School is a Rights Respecting School**



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### Review

The Governing Body reviews this policy regularly to ensure that it is kept up to date with the new Government/Welsh Assembly regulations or if it receives recommendations on how it can be improved.

Signed: (Chair of Governors)

A handwritten signature in blue ink, appearing to be 'P. M. M.', is located within a rectangular box. The signature is written in a cursive style with a large initial 'P' and several loops.

Date: Sept 25

## Appendix 1



If your card stays green all day you can have a star at the end of the day.

Stay green all week and you will get all of your golden time!

If a member of staff has to give you a warning you will have to change your card to an orange warning card. Don't worry, it's a warning, it will help to remind you to change your behaviour.

If a member of staff has to speak to you again you will have to turn your card to the red "consequence" card. The consequence of this is losing 5 minutes from your play time.

Once you have completed your consequence your card will return to green.

Tomorrow is another day, every morning you card is  
green, try your best to keep it green!