

Cwmafan Primary School

Discipline, Behaviour Policy & Anti-bullying Policy

Introduction

At Cwmafan Primary School, we believe that every member of the school community should feel 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. We are committed to high standards of behaviour in all as we firmly believe that this is a necessary condition for effective teaching and learning to take place. All children's individual needs will be taken into consideration when implementing this policy, including consideration of additional learning needs where applicable.

Aims

Our primary aim is to promote an environment where everyone feels happy, safe and secure. This will be achieved by:

- Encouraging every member of the school community to be polite and considerate to others (share, care and co-operate)
- Rewarding good behaviour
- Developing respect for themselves, for others and for property
- Promoting self-discipline
- Encouraging honesty and a sense of fairness
- Involving parents in a partnership by providing information and valuing their support when necessary
- Involving the Governing Body in implementing this policy

Expectations

1. Pupils should be polite, respectful and considerate towards their peers, members of staff and other adults in the school. We will encourage the children to abide by the following:
 - To address adults in school (including lunchtime supervisors) as "Mrs", "Miss" or "Mr" followed by the surname
 - To say "please", "thank you" and "excuse me", and "sorry"
 - To answer orally when asked a question by saying "yes" or "no", thus discouraging casual forms of speech. Depending on the circumstance, the member of staff may also expect the child to answer more formally – "Yes, Mrs. Jenkins," etc
 - To respond appropriately to instructions, ideally without the need for repetition
 - To say "excuse me" and then wait for attention rather than tapping an adult
 - Not to interrupt when others are speaking
 - To always tell the truth
2. Pupils should walk in the corridors and hall at all times.
3. Children are discouraged from playing in the toilets or cloakrooms.
4. Rough and dangerous play is discouraged in the playground.

5. When the bell goes, children should go to lines and wait for their class teacher before entering the building.
6. Children are asked to enter the school in an orderly fashion.
7. Good behaviour during Assembly time is expected, including entering and leaving the hall.
8. Children are asked to respect equipment and property.
9. Children are encouraged to put away equipment and leave the classroom in a tidy condition.
10. Children are encouraged to keep the cloakroom areas tidy.
11. Children are reminded that they are not allowed to leave the school premises at anytime without the permission of an adult.
12. Bad language is not tolerated.

Out of School Activities

Good standards of behaviour are particularly important during out-of-school activities such as educational visits. The class teacher is responsible for the children's behaviour; however, parent helpers must be made aware of their role in supporting staff.

Roles

The role of the Head Teacher

It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety and welfare of all children in the school.

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

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of the staff

Every member of staff at the school is responsible for behaviour at the school, in order to ensure the safety and well-being of all pupils. Therefore, consistency and uniformity in the implementation of this policy are important.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. Behaviour charts can be used to monitor behaviour.

If a child 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 Senior Leadership Team and Head Teacher (the Head Teacher should always be informed by staff of any child who is continually disobedient, or whose behaviour is unacceptable at school). See Appendix 1 – Consequence Ladder, Appendix 1(a) – FL Behaviour Record, Appendix 1(b) – Junior Department Behaviour Record.

The class teacher/member of Senior Leadership Team /Head Teacher may also contact a parent if there are concerns about the behaviour of a child.

The class teacher/member of Senior Leadership Team /Head Teacher may discuss the needs of a child with the LA behaviour support service if the pupil's behaviour continues to be a problem over a period of time.

The role of parents

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

Through the school prospectus, and information provided on the school's website, parents are informed about the stated policy of the school regarding behaviour, discipline and bullying.

Parents are made aware that the school expects their support in its efforts to promote good behaviour and discipline, through the Home School Agreement, in order to ensure the safety and welfare of all pupils.

If strategies at school to improve such misbehaviour are not successful, then the child's parents are contacted, informed and their co-operation is expected in order to try to solve the problem.

If parents have any concern about the way that their child has been treated, they should follow the following steps:

- Initially contact the class teacher
- If the concern remains, they should contact a member of the Senior Leadership Team for the department in which their child is placed
- If the matter is unresolved they should contact the Deputy Head Teacher or Head Teacher
- If the concern remains, they should contact the Chair of Governors
- If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented

The role of Governors

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

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

Rewards and Sanctions

At Cwmafan Primary School, we congratulate, praise and reward children in a variety of ways (see table below).

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately and fairly to each individual situation (see table below).

We expect children to listen and fully participate in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

Rewards	Sanctions
• Verbal praise • Comments to parents in reading diary • Stickers/Stamps • Sharing good work with other teachers • Certificates: - Pupil of the Week - Attendance - Other • Sharing good work with the Head Teacher • Head teacher stickers • Wow Wall • Celebration assemblies • Year 6 Prefects /House Captains • Golden Time	• Verbal reminders • Names on whiteboard/visual chart • Time out in another class • Phone call home to parents • Letter home to parents • Sent to a member of the SLT • Loss of playtime • Loss of golden time • Thinking Chair (FL) • Sent to Deputy or Head Teacher • Reflection Time with Deputy Head Teacher or Head Teacher • Pulled away from representing the school in competitions • Pulled away from attending fun after school clubs

- Good behaviour is rewarded – by praise or giving house points (1 point is generally given for good behaviour and work with 3 points being awarded for 'Pupil of the Week')

- Points accumulated throughout the fortnight are shared with the pupils in their 'Achievements Assembly' with the winning house having their house colours displayed on a cup in the hall
- Hall displays show a running total of points for each house (Afan, Nedd, Llynfi and Tawe)
- Dinnertime supervisors play a part in this system, to promote good behaviour at lunchtimes and throughout the school day
- Achievements Assembly is held weekly and is used to reinforce the ethos of good behaviour through 'Pupil of the Week' (awarded for each class)

House points in the Junior Department will be exchanged for 'Cwmcash'. This is an initiative introduced by the School Council.

Emphasis is always placed on acceptable behaviour; however, children are reprimanded when they misbehave.

Dealing with disruptive/inappropriate behaviour (in class time)

- If a child is disruptive in class, he or she is given a verbal warning
- If a child misbehaves again they are given a second warning and their name is placed on the whiteboard/visual chart (FL)
- If a child continues to misbehave they will be sanctioned through loss of playtime and will stand next to the adult on duty
- If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work/play sensibly again with others. This may be within or outside of the classroom
- If more appropriate, a child may be sent to work in the classroom of a member of the Senior Leadership Team
- If they continue to be disruptive they will be sent to the Deputy Head Teacher/ Head Teacher (see Consequence Ladder)
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session
- Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children
- If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time', PHSCE sessions
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child

Pupil voice – Year 6 pupils organised a debate and presented their reasons to the Head Teacher for introducing a positive and negative points system. Pupils felt strongly that introducing this system would help to prepare them for their transition to Ysgol Cwm Brombil. It was agreed with pupils and staff that the positive and negative points system would be trialled during the Summer Term 2022. The positive and negative points system worked well during the trial. The system was understood by all and had a positive impact on behaviour. Pupils and staff have opted to continue using the positive and negative points system as part of the rewards and sanctions within this policy.

Review of policy (February 2024) – Year 6 pupils will be given the opportunity to turn their negative points to positive points. (See Appendix 1c).

Serious Incidents

- All serious incidents are reported to an appropriate member of the SLT
- If a child is referred to a member of the SLT, details of the incident are recorded on a Serious Incident Form (Appendix 2) by the adult who has made the referral and/or member of the SLT carrying out the investigation. This will be filed in the child's file and/or in the Incident File in the Head Teacher's office
- Reports of serious incidents are fully investigated and recorded appropriately by a member of the SLT
- If it is decided that the incident is serious enough then the Head Teacher or Deputy Head Teacher will be informed
- Children should only be sent to the Head Teacher or Deputy Head Teacher for serious incidents or for repeated misconduct
- Reasons for sending children to the Head Teacher or Deputy Head Teacher may include:
 - A physical fight where children have physically hurt each other
 - Racism, sexism, homophobia and discriminating against disability
 - Serious incidents of bullying or threatening behaviour
 - Swearing, using abusive or inappropriate language towards an adult or another child
 - A serious incident of defiance towards a member of staff
 - Continuous disruptive behaviour
 - Refusal to follow reasonable requests with implications for health and safety of the child and others
 - Vandalism etc.

Lunchtime Behaviour Procedures

- Good behaviour is rewarded with positive praise and house points (1 point) – Cwmcash in the Junior Department
- Exemplary behaviour may be awarded with 3 house points or the Head Teacher may be informed so that a Head Teacher sticker/ certificate can be awarded

- If a child misbehaves, a verbal warning about their behaviour will be given by the Lunchtime Supervisory Assistant (LSA) together with an explanation of what they should be doing instead
- If a child continues to misbehave, the child will stand with the member of staff for 5 minutes and the incident will be related to the pupil's teacher
- If the misbehaviour continues the child is reported to the class teacher. The class teacher will keep a record of the incident
- All serious incidents of misbehaviour are reported to a member of the SLT and a Serious Incident Form is completed by the LSA or member of the SLT
- In the event of a serious incident which poses threat or danger to the individual or others, a member of the SLT will attend the scene immediately

Fixed-term and permanent exclusions

A decision to exclude a learner should be taken only:

- in response to serious breaches of the school's behaviour policy
- if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school

Only the Head Teacher can exclude a learner. If they are absent from school, the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the Head Teacher's absence. (The Deputy Head Teacher or a member of the SLT will contact the Head Teacher). The Head Teacher or teacher in charge cannot routinely, or on an ad hoc basis, delegate the power to exclude to another teacher.

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

If the Head Teacher/Deputy Head Teacher excludes a pupil, s/he informs the parents immediately (ideally by telephone or other reasonable method, followed up by a letter within one school day) giving reasons for the exclusion. At the same time, the Head Teacher/Deputy Head Teacher 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.

Within one school day the Head Teacher must inform the Governing Body discipline committee and the LA of:

- permanent exclusions
- exclusions which will result in the learner being excluded for more than five school days or 20 lunchtimes in any one term
- exclusions which will result in the learner missing a public examination

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Body has a discipline committee which is made up of between three and five members, not including the Head Teacher. This committee considers any exclusion appeals on behalf of the governors.

Anti-Bullying Policy/Procedures

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 children attend school free from fear.

All children, whatever their race, creed, colour, physical and mental abilities, have the right to grow up unharmed and to have the opportunity to develop fully.

The school aims to provide a safe and secure environment for all children. Bullying is seen as the wilful desire to hurt, threaten or frighten someone else. Bullying can be physical or verbal, overt or covert (through subtle intimidation). Through a whole school approach which is preventative rather than punitive, we strive to make Cwmafan Primary School a place which will prevent bullying happening.

There are four main stages to establishing this policy:

Stage 1: Awareness raising and consultation.

Stage 2: Implementation.

Stage 3: Monitoring.

Stage 4: Evaluation.

Our Aims Are:

- To ensure the children know what is meant by bullying and that we disapprove of it
- To raise awareness, through assemblies, story time and circle time in the classroom
- To deal with bullying swiftly if it occurs
- To encourage the victim to speak out
- To create an environment and an atmosphere in which children know they are listened to and their problems and worries are taken seriously and responded to with sensitivity
- To inform parents of our policy on bullying

'Pupils have the right to be taught in a safe, caring atmosphere. Teachers and parents must ensure this happens.' (Elton Report)

Guidelines

Messages for teachers

- * Never assume bullying does not happen
- * To take bullying seriously and investigate it thoroughly
- * Don't make premature assumptions
- * Watch for early signs of distress
- * Listen carefully and report all incidents to the Head Teacher/Deputy Head Teacher
- * Offer the victim immediate support

- * Make it clear to the bully and his/her parents that the behaviour is unacceptable, in liaison with the Head Teacher/Deputy Head Teacher
- * To be consistent in the way you deal with bullies

Messages for children

- * Tell a grown up (teacher/mid-day supervisor) or someone you trust. They will listen to you
- * It's not your fault that you are being bullied
- * Keep telling someone until they believe you, don't give up
- * Cases of bullying will be seen as a breach of the school rules

Implementation

The policy will be promoted during:

- Collective Worship
- Concepts
- PSE Curriculum
- Circle time
- Story time
- Role play
- Break time Buddy / Peer Mentor training for Year 6 pupils (when available)

Furthermore

- Playground friends are chosen for new pupils if required

Procedures to Be Followed If Bullying Is Suspected

Staff must inform the Headteacher about any bullying incident they have witnessed. A record which is found in **Appendix 3** of this policy will be kept of each incident when appropriate.

Lunchtime Supervisors must report any problem they have noted to the class teacher/Deputy Head Teacher or Head Teacher.

Any bullying incident reported to the Headteacher or staff by parents will be investigated quickly and thoroughly. Parents are informed of the outcome.

Assurance and support must be given to the victim. The bully must be made very aware of the disapproval felt at the school about his/her behaviour.

Staff should be informed about the incident, the victim and the culprit, so that further behaviour can be monitored.

Parents are kept informed and if necessary a meeting will be set up to try to resolve the problem.

If the problem persists, the child may be referred to the Additional Learning Needs Support as requiring assistance from the Educational Psychologist and the Behaviour Support Team.

The appropriate procedure for schools under the current ALN Code of Practice is:
Stage 1 The Head Teacher deals with the problem and if necessary enlists the co-operation of the parents.

- Stage 2 The Head Teacher and teacher resolve the problem with the help of the parent/s and the ALNCo, who together would advise agreed programmes of intervention relating to both victim and bully.
- Stage 3 If the problem persists the School and Family Support Team would review the action taken so far, suggest additional programmes of behaviour modification, perhaps involving other agencies, and monitor the effects of the intervention.
- Stage 4 The Statementing procedure may be implemented in the event that the bully's aggressive behaviour fails to respond to the steps outlined above.

Exclusions

In extreme cases, it may be necessary to exclude a child for a certain period of time. The Headteacher will take the initial decision and all procedures will follow LA and WG guidelines. The Chair of Governors and ALN Governor will be informed immediately of any exclusion.

Monitoring

All staff will be responsible for monitoring the policy, with the Headteacher having overall responsibility.

Parents' Complaints Procedure

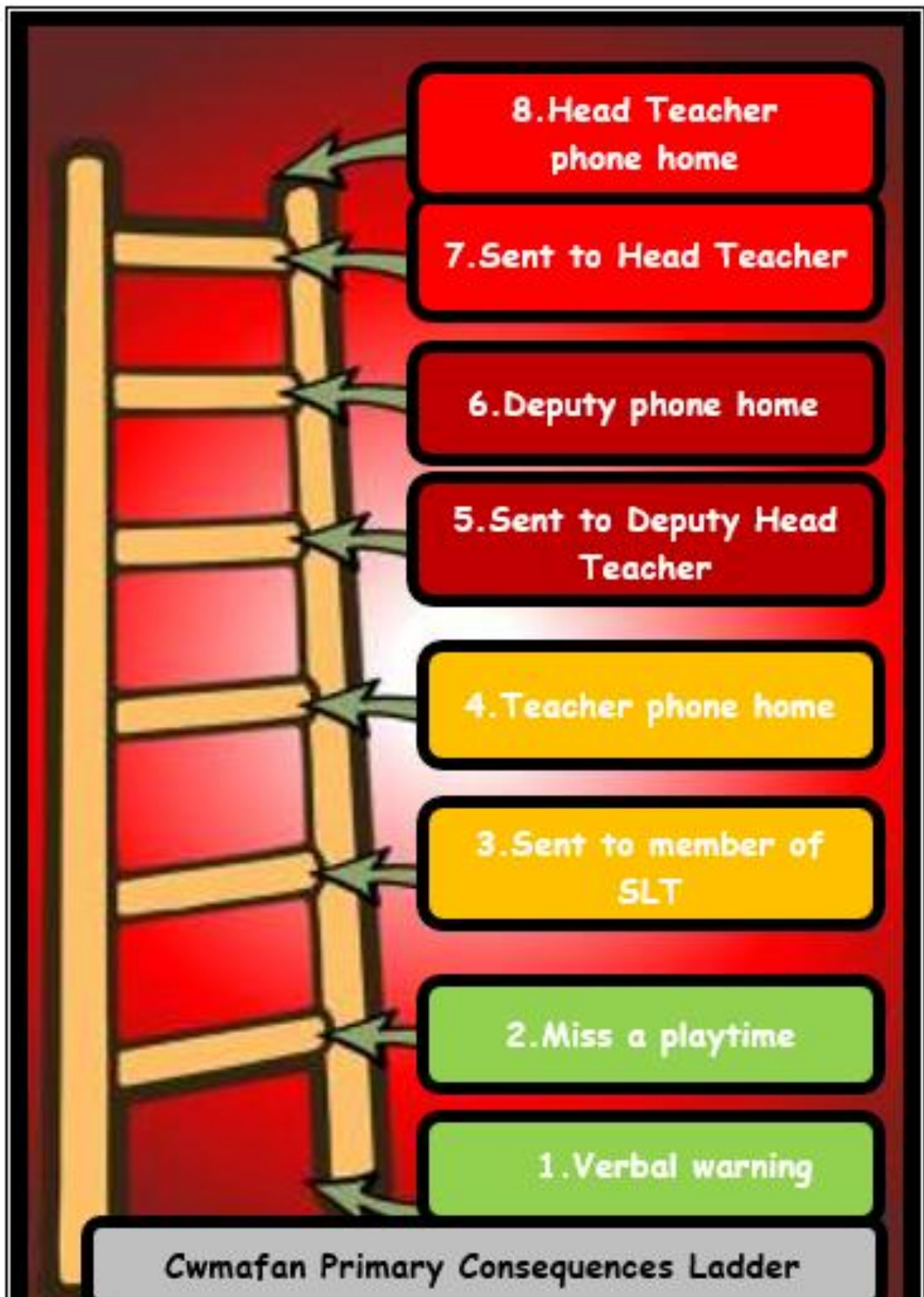
The following procedure is to be adhered to when a parent has a complaint:

Parents are informed of the Complaints Procedure Policy.

GOVERNORS, IF APPROACHED, ALTHOUGH WISHING TO HELP THE PARENTS, MUST INFORM THE PARENTS WITH REGARD TO THE CORRECT PROCEDURE. A copy of the Complaints Policy and Procedures can be found on the school's website.

Appendix 1 – Consequence Ladder
Appendix 1(a) – Behaviour Record – FL
Appendix 1(b) – Behaviour Record – Junior Department
Appendix 1(c) – Positive and Negative Points Chart including
Report Chart
Appendix 2 – Serious Incident Report Form
Appendix 3 – Bullying Incident Report Form
See separate documents attached

Appendix 1: Consequence Ladder



Cwmafan Primary Consequence Ladder
Behaviour Record Foundation Learning

Name: _____

**8. Head Teacher
phone home**

7.Sent to Head Teacher

6. Deputy phone home

5.Sent to Deputy Head Teacher

4. Teacher phone home

3.Sent to member of SLT

2. Miss a playtime

1. Verbal warning

[illegible]

Appendix 1b: Behaviour Record – Junior Department

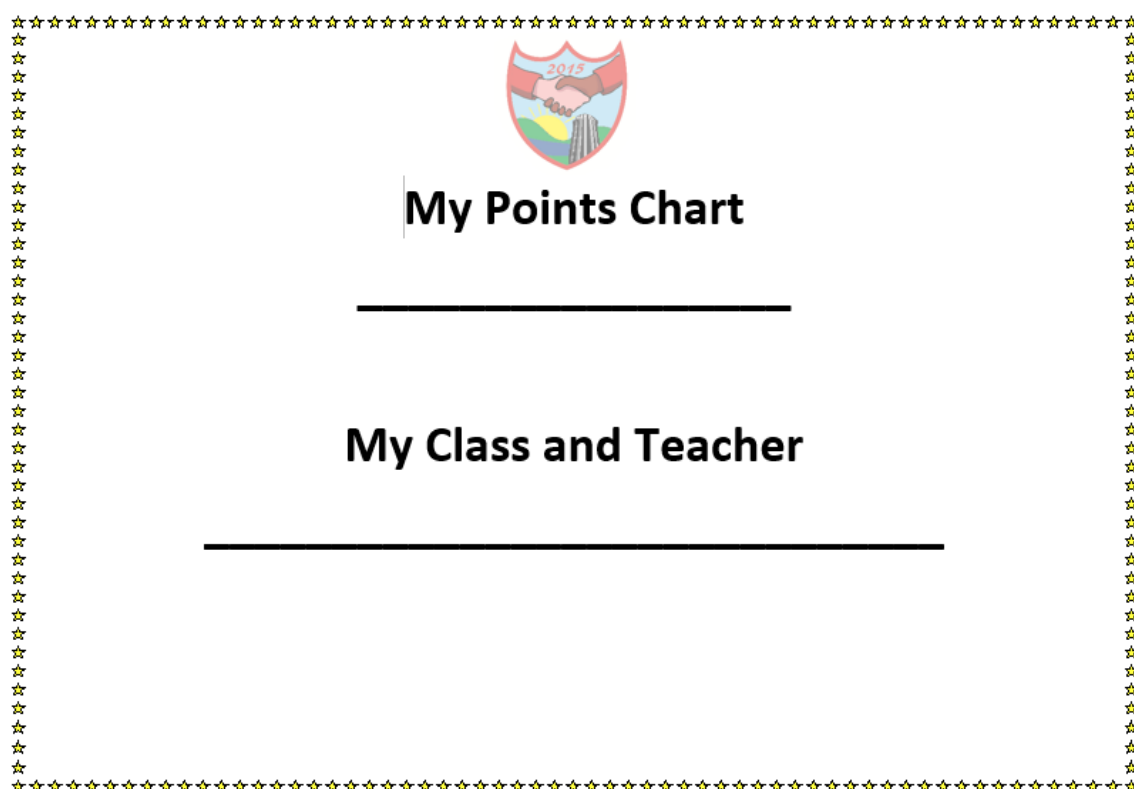
Appendix 1b – Behaviour Record – Junior Department

Ladder level	Date	Reasons	Staff Involved
8			
7			
6			
5			

Appendix 1b – Behaviour Record – Junior Department

4			
3			
2			
1			

Appendix 1c: Positive and Negative Points Chart including Report Chart



Positive and Negative Points System

In Year 6 you now have the opportunity to gain positive points for your good behaviours and hard work which contribute towards your House Points, but you also have the risk of gaining negative points for any behaviours which we do not encourage in school. Some examples of these are noted below:

Positive points – Good listening, working hard, kind acts, good attitude, etc.

Negative points – Not listening, being unkind, poor attitude, disrespectful, etc.

You will have your own point chart which you will need to use when given points by members of staff. You may be asked to record the points yourself or the adult may ask you to bring them your chart for them to record the points.

The way to record points is by drawing a small circle in the appropriate colour in the necessary box. Boxes have been numbered to make things easier to track. (If there is a number in the box, simply colour over it in pencil so that it can be seen.)

3 negatives	6 negatives	9 negatives	12 Negatives
1 Strike = Miss Play	2 Strikes= Teacher phone home and sent to Junior Department Leader	3 Strikes= Detention and Deputy Head Teacher to phone home	4 strikes = No residential trip/ fun Year 6 leaver's trip and Head Teacher to phone home

Positive Points																			
																			20
				25															40
																			60
													75						80
																			100
																			120
																			140
																			160
																			180
																			200
																			220
																			240
																			260

Report Chart

Please put an **X** if the pupil does not behave along with brief details and a **tick** if there have been no problems.

Pupil Name:	Class:	Week beginning:	Date of review:
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	am Registration	Lesson 1	Assembly	Playtime	Lesson 2	Lunchtime	pm Registration	Lesson 3	Lesson 4
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
Positive point earned back					Yes		No		

Class teacher summary of the week	
Head Teacher summary of the week	

Appendix 2: Serious Incident Report Form

Name of Pupil: _____ Year Group: _____

Date: _____

Details of Incident:

Incident reported to (Include date and time): _____

Action taken:

Signed By: _____

Pupil: _____

Class Teacher: _____

Appendix 3: Bullying Incident Report Form

Name of Pupil: _____ Year Group: _____

Date: _____

Details of Incident:

Incident reported to (Include date and time): _____

Action taken:

Signed By: _____

Pupil: _____

Class Teacher: _____