

FORDEN CHURCH IN WALES SCHOOL  
YSGOL FFORDUN

Happy Children, Healthy Minds  
Plant hapus, Ymennydd Iachus



**BEHAVIOUR & DISCIPLINE**  
**POLICY**

**Reviewed June 2020**  
**Next review June 2021**

## **Aims**

To fulfil our vision and mission statement we must create in school, a sense of order and purposefulness within an agreed code of behaviour. We aim for every person at Forden to develop their own self-discipline and nurture attitudes towards themselves and others that will build confidence and instil self-esteem. We aim to create a culture of learning for learning's sake and wanting to achieve for our own satisfaction rather than creating an attitude of working for reward.

## **Practice**

Our practice is informed by

- Code of Conduct
- Dining Room Behaviour
- Positive Behaviour Management
- Creating a Positive Learning Environment

### **Code of Conduct**

Children in each class devise and agree a set of class rules / Code of Conduct for their class during the year. These are displayed in each class and forms the basis for all discussions concerning behaviour between teachers and children.

### **Positive Behaviour Management**

#### **Staff should-**

- Nurture positive relationships
- Not jump to conclusions
- Make time to talk to children
- Not label the children
- Show an interest in pupils
- Ask the children (non-curricular) questions
- Have high expectations
- Share something of themselves with the children
- Reward & discipline the children sensitively

## **Creating a Positive Learning Environment**

### **Staff should-**

- Be organised
- Be prepared
- Develop and foster positive adult/pupil relationships
- Be consistent
- Have high expectations
- Be persistent
- Provide high levels of interest in lessons

## **Levels of Unacceptable Behaviour**

### **Low Level**

Being noisy e.g. talking/shouting

Failing to keep on task

Leaving seat without reason

Unkind remarks

Bad language (one off)

Time wasting

**It is expected that low level unacceptable behaviours will be dealt with by the class teacher in the classroom.**

### **Moderate Level**

Consistently calling out

Consistently distracting others

Fighting

Stealing

Threatening / aggressive behaviour

Refusal to co operate

Vandalism

**It is expected that the Headteacher will be informed if pupils are displaying regular moderate level unacceptable behaviours**

### **Serious level**

Serious assault

Vandalism e.g. extreme damage to school property / toilets

Drugs / solvents

Violent outbursts (verbal/physical)

Leaving school without permission

**It is expected that the Headteacher will be informed if pupils display a serious level of unacceptable behaviour.**

**Behaviour incidents are recorded/dated in a behaviour log for individual children in a Behaviour folder in Hwb. All staff have access to this and it is useful to refer back to when incidents are repeated or questions raised by parents.**

## **Sanctions**

Each class will develop their own set of class rules at the beginning of the year and staff will be diligent in ensuring that these are closely adhered to by the whole class.

Sanctions are more likely to promote positive behaviour if pupils see them as fair. The guidelines for staff in implementing the school's behaviour policy are to:

- make clear they are dealing with the behaviour, rather than stigmatising the person
- maintain respect for the pupils
- empathise with the children and allow this to guide a response to a situation
- use humour to defuse situations
- use thinking time (both pupils and staff) to allow parties to step back from confrontation
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding)
- avoid whole-group sanctions that punish the innocent as well as the guilty
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break-time to finish it off)
- use sanctions to help the pupil and others to learn from mistakes, and recognise how they can improve their behaviour (i.e. a learning outcome)
- when appropriate, use sanctions to put right harm caused
- never issue a sanction that is humiliating or degrading
- use sanctions in a calm and controlled manner
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used)
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

Sanctions should not be used where low-level interventions, such as giving a non-verbal signal or reminding a pupil of a rule, are all that is needed. Staff should also consider when it might be more appropriate to encourage pupils to reflect on the harmful effects of their misbehaviour, rather than impose a sanction. For example, through producing a written account of the problem, or through individual or group discussions aimed at repairing relationships.

In the Foundation Phase behaviour can often be modified by a system of class rewards earned by the 'perpetrator', helped by others in the class. In this way the self-esteem and self-image of the pupil is positively changed.

Mid-Day Supervisors keep a log of lunchtime incidents and this is monitored by Mrs Fowler. Children whose names appear frequently will be spoken to by her and sanctions may be applied.

Positive behaviour is also recorded and the children receive praise during our 'Celebration' assembly.

### **Physical attacks**

The children have drawn up a 3-step procedure to be applied to any child who physically hurts another.

**Step 1** Any such behaviour will result in the 'offender' missing some of their play by standing with the staff member on duty (or in a designated place).

**Step 2** If the offender repeats the action within the same week there will be a meeting with Mrs Fowler the 'victim' and the 'offender', where both children will be encouraged to talk about their actions/ feelings.

**Step 3** For the third 'offence' in the same week a letter will be sent home explaining the problem to the child's parents.

Where the behaviour of a child is having a consistently adverse impact on other children and impinging on their right to an education (e.g. Moderate and Serious Level Misbehaviour) an individual Behaviour Plan might be put in place.

This would include behaviour targets and might involve the child having to have a period of 'good' behaviour signed off at the end of each lesson or playtime. Sanctions for failure to gain a signature might typically involve the loss of one or a series of playtimes.

Parent(s) of the child will be informed of the problem, at first through an informal approach by the teacher or if necessary Headteacher. The parent will be asked to reinforce the procedures put into place by the school.

If the problem behaviour persists, in spite of the above, a formal meeting will be arranged between the parents, class teacher and Headteacher. At this meeting a further behaviour plan may be drawn up.

In extreme cases the Education Welfare Officer, Educational Psychologist and/ or other support services may become involved (with parental consent).

Should the problem become intractable, exclusion procedures will be put into place.

### **Reporting to Parents**

As far as possible the child's behaviour will be managed within school. A key feature of our behaviour policy at Forden is to develop the children's ability to take responsibility for their own actions. To this end we will not involve parents for minor incidents. Continually speaking to parents about children erodes trust in the teacher/pupil relationship. It can also become very stressful for parents, affecting the parent/child relationship.

A signed copy of this policy is held in the school office.