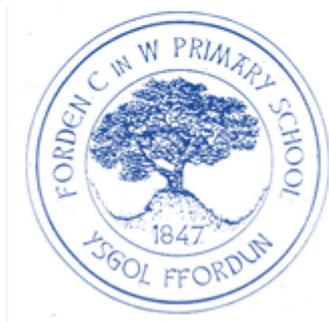


FORDEN CHURCH IN WALES SCHOOL
YSGOL FFORDUN

Happy Children, Healthy Minds
Plant hapus, Ymennydd Iachus



**BEHAVIOUR & PUPIL
DISCIPLINE POLICY**

**Reviewed Nov 2021
Next review June 2022**

Aims

To fulfil our vision, we must create in school a sense of order and purpose. We aim for every person at Forden CiW School to develop self-regulation and self-esteem and nurture attitudes of empathy and respect towards others. We aim to create a culture of respect between all stakeholders where our Christian school values become rooted and reflected in all behaviours.

Our standards are based on our agreed values of RESPECT:

- R** – respect everyone
- E** – encourage each other
- S** – speak truthfully
- P** – practise, persevere and make progress
- E** – embrace mistakes
- C** – consider our choices
- T** – thrive together as a team

To achieve this is the responsibility of staff, pupils and parents

Staff should-

- Provide models of adult behaviour that are consistent, understandable and positive
- Nurture positive relationships through showing an interest in pupils, making time to listen to pupils and sharing something of themselves with the pupils
- Have high expectations
- Reward & discipline the children sensitively, being both consistent and persistent
- Be fully aware of the classroom climate, identify triggers and pre-empt disruptive situations

Pupils should make every effort to-

- Treat all school staff, pupils and visitors with respect and be polite and helpful to others at all times, regardless of their race, gender, disability, age or religion.
- Work to the best of their ability at all times, in all lessons.
- Respect the school environment.
- Accept and follow class and school rules.

Parental responsibilities which contribute towards the good conduct of their child at school:

- Regular attendance and punctuality

- Co-operation with the school in matters of discipline
- Reinforcing the school's efforts regarding behaviour at home
- Attending school ready to learn

Levels of Unacceptable Behaviour

Unacceptable behaviours are identified as low level, moderate level and serious level. The consequences of these behaviours are agreed across the school between staff and pupils. See Appendix 1

Behaviour incidents at the moderate level are recorded/dated in a behaviour log for individual children in a Behaviour folder in Hwb. All classroom staff have access, and it is useful to refer back to when incidents are repeated, or questions are raised by parents. Incidents at serious level are recorded by the Headteacher on Teacher Centre.

Sanctions

Sanctions are more likely to promote positive behaviour if pupils see them as fair. We are aware, however, that different approaches work for different children, and, when using the guidelines (appendix 2), staff will give careful consideration to the appropriateness of any course of action.

Our principal aim is always to minimize the likelihood of the incident being repeated. We want individuals to learn from mistakes rather than to repeat them.

An approach which has a high profile across the school and very much underpins the ethos of our school, is that of discussion and negotiation. As far as is practicable, whenever a problem of behaviour or general discipline occurs, the matter will be discussed between staff and an individual child, or between staff and a group of children. Both sides will look at the problem and the children will be encouraged to consider together, not only the possible outcomes of actions, but also possible solutions to problems.

Lunchtime/Breaktime incidents

At lunchtimes, routine discipline is the responsibility of the lunchtime staff, working in close partnership with teaching staff. Any problems are always reported back to the teaching staff and/or the Headteacher if sanctions are thought to be necessary. General concerns about pupils are relayed in the same way.

Behaviour Plans

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) a Pupil 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 will be agreed at the start of the Behaviour Plan.

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 may 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. Where pupils' behaviour repeatedly falls short of our expectations, parental involvement and support are of crucial importance in realising positive and sustained change.

Summary

Please remember that the majority of our pupils are well behaved, and we are proud of the high level of parental support we have.

Discipline is seen in the wider framework of moderating and improving children's behaviour. The basic requirement is that pupils should be polite and thoughtful towards others.

There is no place for violence, bullying, harassment, rudeness or bad language in our school.

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

Examples of unacceptable behaviours

Low Level

Being noisy e.g. talking/shouting/interrupting
Failing to keep on task
Leaving seat without reason
Unkind remarks
Bad language (one off)
Time wasting – including use of ICT equipment

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 / being physically violent to other pupils
Stealing
Threatening / aggressive behaviour
Refusal to co-operate
Vandalism
Damaging other pupils' belongings

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
Misuse of drugs / solvents
Violent outbursts (verbal/physical)
Leaving school without permission
Cyberbullying

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

Guidelines for staff when using sanctions

- make clear you are dealing with the behaviour, rather than stigmatising the person
- maintain respect for the pupils, never issue a sanction that is humiliating or degrading
- 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, use sanctions in a calm and controlled manner
- 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
- 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 for the response to some low level or moderate level behaviours 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.