



Discipline and Behaviour Policy

June 2021

An effective school:

- is a school where everyone feels happy, safe, and secure
- is a school where respect is shown between teacher and pupil, between pupil and teacher, between teacher and another teacher and finally, between pupil and pupil
- a school which has good behaviour
- a school where there is consistent academic progress
- is a school where there is clear, friendly, and consistent communication between teachers, between teachers and pupils and between pupils
- a school that offers effective leadership to pupils morally, spiritually and socially, as well as academically
- a school where a pupil has the opportunity to develop his / her talents in a relaxed atmosphere but with definitive and clear behaviour guidelines.

Aims:

At Ysgol Gymraeg Cwmbrân we pride ourselves on the friendly and happy atmosphere that exists at the school. We believe that we should respond positively to discipline and behaviour, implementing a policy of rewards rather than sanctions.

We recognise that good behaviour management promotes a school where pupils are caring, considerate, reflective, can develop self-discipline and a sense of responsibility.

We will work towards achieving these aims by:

- Building up self-esteem and self-worth by praising and rewarding good behaviour and by developing positive attitudes.
- Providing effective discipline for effective learning.
- Providing strategies to promote self-control and expecting children to take responsibility for their own actions and try to see the consequences of their actions.
- Providing help and support where it is needed for any child who finds difficulty in managing their own behaviour.
- Ensuring that all staff receive training in matters such as Adverse Childhood Experiences (ACEs), Trauma Informed Schools (TIS) etc. which enable the school to identify and support the individual needs of our pupils.

We aim to help the pupil in his or her endeavour to live and work with others, to develop attitudes and qualities that make him / her an empathetic, patient, kind, and honest member of society.

Pupil participation

To encourage and support excellent behaviour in the classroom and around the school, three rules have been created and agreed by all stakeholders. These will be introduced at the beginning of each school year and promoted in all aspects of our work. Stakeholders can have input into the rulemaking by giving opinions to the School Council, Governing Body, at staff meetings or during Health and Well-being sessions.

School Rules

The following rules apply throughout the school (inside and outside) as well as when pupils are taken beyond the school boundaries.

- Everyone is accepting of others, courteous, respectful, and compassionate to each other.
- Everyone behaves in a way that does not threaten or harm others
- Everyone respects their own property and that of others in the school

Role of staff:

Members of the teaching and support staff will:

- commend good behaviour, good manners, good work, effort and kindness towards others.
- apply a consistent approach to behaviour with clear expectations.
- apply school rules consistently with all pupils, not just those in their class.
- promote and model good behaviour (e.g. emotional control, showing empathy etc.) and courteous and respectful communication with the entire school community.
- formulate school rules with their class at the beginning of each academic year.

Parental partnership:

Parents play a vital part in the emotional and behavioural development of their children. Parents are expected to work in partnership to support the school by ensuring that their children:

- have sufficient sleep every night.
- have breakfast before coming to school.
- are suitably dressed for the weather and for school activities.
- are polite to adults and peers alike.
- are punctual and attend school regularly.

Parental cooperation is expected in all matters relating to discipline and school rules. A successful partnership with parents is crucial to developing a common approach to behaviour expectations. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues or unacceptable behaviours.

Promoting good behaviour and rewarding pupils' efforts:

At Ysgol Gymraeg Cwmbrân we feel that responding positively and constructively encourages good discipline. The school recognises the need for a variety of strategies to raise self-confidence, self-worth and to implement positive behaviour responses. We recognise the need to vary the strategies from time to time to maintain pupils' interest and maintain high standards. At all times we praise and highlight good behaviour

The main objectives for rewarding pupils within the school are:

- Congratulate them on their efforts
- Congratulate them for a good piece of work
- Encourage them to produce work of a higher standard
- To encourage good behaviour and manners
- To encourage respect and kindness towards others
- Consistent use of the Welsh language
- Encourage good attendance
- To congratulate them for listening and following instructions

At Ysgol Gymraeg Cwmbrân we reward our pupils by:

- Stars / Stickers
- Praise from teachers / Headteacher
- Special praise during specific assemblies - Pupil of the Week Assembly
- Various reward systems in each class that meet the learner voice
- Delivery of postcards home

Every child in the class / school has the right to earn praise and a reward.

Dealing with unacceptable behaviour and the associated responses:

Consideration must be given to those pupils with specific behavioural needs. The school works closely with a range of outside agencies, including; Educational Psychologists, Education and Welfare Officers, Health Professionals, PRU (Pupil Referral Unit) Outreach to set specific guidelines and support for these pupils as part of a graduated response.

Cases of unacceptable behaviour must be dealt with immediately.

The examples given below serve as a guide to the seriousness of incidents. The thresholds between low risk, medium risk and high risk behaviours are difficult to quantify and no guide can contain every action a child may commit. The school will consider the facts of the incident(s) and use their professional judgement to determine the seriousness of the incident(s) and subsequently ensure a fair outcome.

Examples of low risk behaviour may include:

disrupt others' learning and not staying on task
teasing / name calling
answering back
sneering
walking around the class when they shouldn't be

In cases of low risk behaviour the following steps are followed:

1. Remind the pupil calmly of the behaviour expected in accordance with school rules.
2. Quiet verbal warning: you have been reminded, now you are being warned.
3. Move the pupil away from the group or carpet to a specific spot in the class alone for the rest of the session.
4. Move to another class to continue with the class task quietly for the rest of the session or to the class of a member of the Senior Management Team.

In most instances of low risk behaviour, the class teacher will deal with the incident(s) taking into account the emotional age and character of the child.

Examples of medium risk behaviour may include:

fighting
pushing
attempting/threatening to leave school grounds
leave the classroom without adult consent
stealing
swearing in context
interrupting the session continuously
refusal to comply with staff

In cases of medium risk behaviour the following steps are followed:

1. Loss of one playtime with the Headteacher (ensure explanation provided by class teacher)
2. Send the pupil to the Headteacher (or Deputy in the Head's absence) and spend the rest of the session with her. Contact parents.
3. The Headteacher (or Deputy in the Headteacher's absence) to inform parents by telephone or in writing.

Examples of high risk behaviour may include:

conflict and aggressive behaviour

fighting (planned, malicious harm, physical intervention required)

leaving the school site

Abuse relating to protected characteristics - disability, gender, race, religion or beliefs, sexual, sexual orientation. The Headteacher will give due consideration when deciding on a suitable disciplinary response.

stealing

persecution

damage to property

swearing at staff

bullying (persistent and continuous)

abuse of staff and / or authority

bring a weapon to school

substance misuse

In cases of high risk behaviour the following steps are followed:

1. Send the pupil directly to the Headteacher or Deputy in the absence of the Headteacher.
2. The Headteacher / Deputy informs parents of the incident and invites them to the school to discuss the outcome of the behaviour and the school's expectations to improve behaviour.
3. The Headteacher / Deputy will keep a written record of the incident.

A restorative meeting will be held after high-risk behaviour has been exhibited. It is essential that the pupil(s) have / has had time to calm down before the meeting begins. It is the responsibility of the School's Senior Leadership Team to conduct the meeting with the pupil(s). The aim of the meeting is to enable the pupil(s) to reflect and take responsibility for their behaviour and make improvements. Staff at Ysgol Gymraeg

Cwmbrân will follow the same script with each pupil so that all parties involved understand the process. Five questions are asked:

1. What happened?
2. Who has been affected and how?
3. How have you been affected?
4. What could you have done differently?
5. What needs to be done now?

Every effort is made to encourage and support a change in pupil behaviour.

Deciding on a suitable disciplinary response:

The appropriate disciplinary response to unacceptable behaviour will depend on many factors including the age of the children involved, their emotional development, intent, relationships between children and often the need for a prompt response to the incident.

After a decision has been made on the seriousness of the incident, the following may be applied. However, other strategies may be more appropriate, and these will be implemented at the discretion of the Headteacher with each incident given individual consideration. In all cases, the Headteacher (or Deputy in her absence) will always try to be fair to all parties involved:

- Additional work
- Pupil to be separated from class for a period. This allows an opportunity to reflect.
- Loss of play / lunch time. The number of playtimes lost will be appropriate to the age of the child and nature of the incident. The emphasis is on 'restorative justice' and an opportunity to consider their actions.
- Losing the privilege to go on trips.
- For repeated breaches of school rules, a home-school behaviour diary is completed by the class teacher and parents.

The Headteacher will also take into consideration the severity and frequency of the incident and this may result in a graded fixed exclusion. In cases of exclusion, an official letter will be sent to parents, the Chair of Governors, and the Education Authority in accordance with Torfaen's policies.

School Transport

Although we do not staff the transport, we expect our children to follow our rules of behaviour when traveling on school buses. We constantly remind them of this. Our behaviour policy therefore extends beyond the school boundaries. We will investigate problems raised by pupils and parents. The Local Authority has the right to withdraw children from transport for poor behaviour.

Conclusion

It is good practice to give pupils clear and definite guidelines on the acceptable standards of behaviour. This will lead to a happy life within the school. The rules should be agreed by everyone in the school.

We must ensure that all pupils receive their education in a caring and protective environment at Ysgol Gymraeg Cwmbrân.