

BEHAVIOUR AND DISCIPLINE POLICY

NEWBRIDGE ON WYE CHURCH IN WALES PRIMARY SCHOOL

Approved Staff 2021

School Council 2021

Adopted by the Governing Body

2021

H.A. Nixon
(Head Teacher)

P Hobbs
Chair of Governors

1 Principles.

1. The Governing Body has adopted the following **Statement of Principles on Behaviour and Discipline**, which appears in the School Prospectus:-

“It is a primary aim of the School that every member of the school community feels valued and respected and we expect every member of the community to behave in a considerate way towards each other.

We regard discipline not as a system of punishment, but as rules for promoting good behaviour that cultivates in pupils an understanding of their own actions and decisions and an acceptance of responsibility for the consequences. The purpose of these rules is to assist the School to fulfil its function of developing in full the potential of all pupils. We seek to produce a relaxed, pleasant atmosphere with encouragement and reward for achievement and, so far as possible, avoidance of boredom or frustration that are the root cause of many disciplinary problems.”

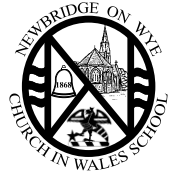
1.2 This revised Policy, prepared in consultation with staff and pupils, is intended to maintain and implement these principles.

2. Our Approach

2.1 This Policy takes account of possible different but interrelated sources of a child’s behaviour (e.g. Biological, Behavioural, Cognitive, Systemic, Psychodynamic), the importance of staff awareness of these sources and of influences on individual pupils and the need for appropriate staff training.

2.2 In considering a child’s behaviour, we assume that some pupils in all schools have suffered or may suffer adverse experiences from their out-of-school environment causing toxic stress and having lasting effects amounting to trauma which create barriers to learning. We are aware of the importance of supporting such pupils effectively, have trained staff in the ELSA and Thrive programmes and are seeking accreditation as a Trauma-Informed School

2.3 Discipline at our School is based on a behavioural strategy which promotes positive attitudes towards behaviour and is founded on praise and rewards. We seek to ensure that children are empowered to make choices about their own behaviour based on rules, rewards and consequences. Encouraging and achieving good behaviour is a vital part of school life which permits and promotes wellbeing, learning and successful interpersonal relationships. Unacceptable behaviour / breaches of discipline should not be allowed to interfere with the right of



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other children to learn and progress. We endeavour to involve every member of staff, every pupil and every parent / carer in supporting and implementing this Policy. The help and support of parents/carers is particularly important. All members of staff have a responsibility to maintain this Policy at all times.

3. Our Aims:

Our Aims in maintaining the above Principles and Standards are in summary:-

1. To make school an interesting, enjoyable, safe, secure and caring environment for children's learning.
2. To provide a structure in which children, adults and parents know what is expected of them and what strategies are provided to reward good behaviour and to deal with behaviour problems .
3. To encourage all children to care and look after each other and (while respecting other religions) to follow the aims, ethos and teachings of the Christian faith.

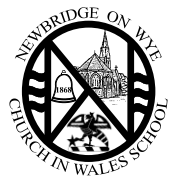
4. Staff Responsibility

4.1 In furtherance of the above Aims, all staff will provide or promote

- a positive, caring attitude to all pupils, appreciating them as individuals whose talents are to be valued
- mutual respect between adults and children, children and children and adults and adults.
- consistent treatment of pupils in ways which they can understand as fair
- fostering of accountability and responsibility in all individuals
- appropriate, focused but unconditional praise
- guidance and support to pupils by addressing unacceptable behaviour in ways which give pupils the opportunity to learn from the experience
- regular communication with and attention to the views of parents/carers.

4.2 It is important that all staff maintain the School's Principles and Aims not only by what they say but also by what they do. Their day-to-day attitude and behaviour is more important than any rules or rewards. Staff are expected to actively promote good behaviour and the effectiveness of this Policy by:-

- accepting responsibility for pupil behaviour outside as well as inside their classroom and or the school building.
- accepting responsibility for all pupils, not just those in their class.
- working to achieve consistency in application of this Policy - pursuing common standards of discipline, sharing problems and successful strategies for dealing with individuals, keeping the Class or Head Teacher promptly informed of incidents or problems with a child



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- (Class Teachers and Head Teacher) keeping parents/carers informed and giving due consideration to their input.

5 Pupil Responsibility

5.1 Pupils are expected (taking account of their age and understanding)

- to show respect towards each other, staff and visitors
- to respect each other's property and take care of the school building and equipment
- to be well-behaved and attentive in class
- to walk (not run) when moving around the school
- to avoid violence or retaliation
- not to use bad or abusive language
- not to bring into school sharp or dangerous instruments, mobile phones, tablets or other electrical equipment, jewellery or toys

and

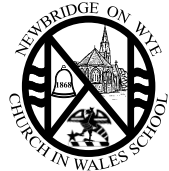
- when travelling to or from school, whether on school transport or in other ways, **to stay safe, behave as above** and follow the school transport code

5.2 Pupils will inevitably fall short of these standards from time to time but everyone should regard a serious or repeated departure from them as unacceptable. It may have consequences as outlined in this Policy.

6. Pupil Behaviour outside School

6.1 When released to parents/carers, a child's behaviour is generally a matter for the parent/carer. However

- (a) Children's behaviour outside school on school business, for example on school trips or sports fixtures, may be dealt with under this Policy as if it had taken place in school.
- (b) Pupils travelling to and from school must behave responsibly in accordance with the Welsh Government Pupil Travel Behaviour Code which forms part of this Policy and is available on the School website or on request from the School Office. The Head Teacher has authority under section 89 of the Education and Inspections Act 2006 to take disciplinary action against pupils who misbehave when travelling between home and the School even though they are not then in the care of School staff.
- (c) The Head Teacher may deal with other behaviour outside school under this Policy if she considers that there is a clear link between that behaviour and the maintenance of good behaviour and discipline at the school.



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7 Bullying

Bullying is a serious breach of the above standards of behaviour. The School's adoption of the KiVa programme appears to have empowered pupils to avoid or prevent bullying and incidents are rare. We are nonetheless concerned to identify and prevent any bullying at school, to deal with it effectively if it occurs and to educate children to have zero tolerance of it. The School has separate Anti-Bullying and Anti-Cyber bullying Policies on these issues.

8. Pupil Participation concerning Behaviour

8.1 The School ethos and day-to-day practice encourages pupils to raise concerns by approaching any member of staff and they do so. An ELSA is available to support and counsel pupils. They also have opportunities to discuss and express their feelings about these issues when taking part in Circle Time throughout the school and also in discussions during Personal and Social Education sessions ("PSE"). when children are able to discuss matters with their peers and an adult.

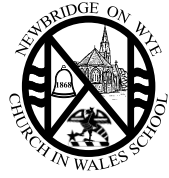
8.2 General issues of discipline and behaviour can be raised by children with the School Council. They are discussed at Council meetings from time to time, minuted, and these minutes are an agenda item at the next Governing Body meeting.

9. Parental Co-Operation and Involvement

Co-operation and partnership with parents/carers is essential for the success of this Policy. Generally (there may be good reasons for not involving a parent / carer in a particular case) parents/carers will be kept informed of significantly good or unacceptable behaviour on the part of their child. The first point of contact between parents/carers and school should normally be the child's Class Teacher. If unacceptable behaviour is repeated, parents will be invited in to discuss issues with the Class Teacher and / or Head Teacher. The Head Teacher may wish to put in place or agree with parents a Behaviour Plan, Pastoral Support Plan or other strategies. In more serious cases, outside agencies may be contacted for support or advice and multi -agency meetings may be arranged if necessary

10. MANAGEMENT OF BEHAVIOUR AND DISCIPLINE - CONSEQUENCES

10.1 In managing pupils' behaviour, we make children aware of the standards of behaviour laid down and expected of them and we enable them to learn that both good behaviour and unacceptable behaviour have real consequences. In addition, within each Class, children agree their special classroom rules and are aware of the consequences if they break them.



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(A) POSITIVE RECOGNITION AND REINFORCEMENT OF GOOD BEHAVIOUR

10.2 Individual positive recognition will include:

- praise
- stickers
- positive communication with parents, notes etc.
- special privileges
- free choice

10.3 Children are often sent to the Head Teacher, Deputy Head Teacher or another Class Teacher in recognition of good behaviour or good work

Praising Good Behaviour

10.4 We believe that appropriate, focussed and unconditional praise and encouragement is an important means in furthering our above aims. A child who feels valued by an adult in a community which they value will grow in self-confidence and in their will to achieve.

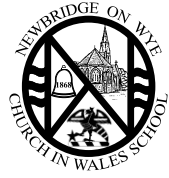
10.5 On a weekly basis each class identifies a Star of the Week -- the process is managed by the children. In each class they have the opportunity to nominate one of their peers, providing a reason for their choice. Once nominations have been made, the pupils then vote and the successful pupil is announced by a member of their class along with a reason for it. The Headteacher presents the pupil with a certificate and they are rewarded with a round of applause from those present. One of the pupils then records the names for a Star of the Week (Seren Y Wythnos) display in the Cwch.

10.6 The School will continue to commend pupils in appropriate circumstances by such means as acknowledgement in School Assembly, use of School reports and letters to parents. Further examples include the use of Golden time, Challenge time and Class charts. Friday's Assembly each week is devoted to celebrating the children's achievements. In addition to the award of certificates, children are also identified for commendation for their work, behaviour or achievements in other areas.

(B) DISCIPLINE FOR UNACCEPTABLE BEHAVIOUR

Procedure and Discretion

10.7 The appropriate disciplinary response to unacceptable behaviour will depend on many factors including the age of children involved, past behaviour, relationships between children and (often) the need for a prompt response to an incident. The Class Teachers and the Head Teacher therefore have wide discretion as to how they deal with any particular incident, but (both in establishing what happened and in deciding on consequences) they will always try to be fair both to the apparent offender and to any others involved.



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Classroom Management

10.8 Teachers are responsible for drawing up classroom rules with their children. These rules will consist of 3 –5 rules which the children have decided are important in their classroom. These will be displayed prominently in the classroom. They will be reviewed each term.

Class Teacher – Consequences

10.9 Appropriate consequences of unacceptable behaviour (taking account of the age and character of the child) may be as follows:

1. Discussion with child about behaviour and time to reflect on it, including “Time Out” if appropriate (see below)
2. Completion of a Behaviour Incident Form, This will be filed for future reference
3. Verbal apology or completion of a written apology form which the child will then hand to the person to whom they are apologising.
4. Losing all, or part of, a playtime and being set tasks in the time lost

If these responses appear inadequate, the Class Teacher should refer the matter to the Head Teacher

Time Out

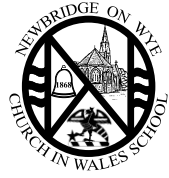
10.10. If an incident happens during a lesson (particularly with older children), the Class Teacher may decide that a child needs to be given “Time Out”. This will involve the child being sent to another class, where they will sit away from the other children so that they can have time to think, reflect or calm down. When they feel they are ready, they return to their own class where they are expected to apologise to their class teacher, and to another child if appropriate.

Head Teacher – Consequences

10.11 In the event of significant or persistent unacceptable behaviour, the Head Teacher will deal with the matter. A Class Teacher may decide to refer a child to the Head Teacher at any stage. Children should normally only be sent to the Head Teacher when the strategies outlined above have been tried but behaviour is not improving or when the matter is serious enough to warrant the Head Teacher’s immediate attention.

10.12 The Head Teacher has wide discretion in deciding on appropriate action. Examples of the consequences of a referral to the Head Teacher are as follows:

1. Meeting with Class Teacher and child to discuss the problems with behaviour to date
2. Time for child to reflect on behaviour and to discuss with the Head Teacher any situations with which the school could become involved.



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3. Letter to parents explaining the situation and a warning from the Head Teacher to the child about the next stage of consequences if behaviour does not improve.
4. Letter to and meeting with parents in school to discuss the situation with their child present and agree on a way forward.
5. Involve outside agencies and set up an individual Behaviour Management / Pastoral Support Plan

Loss of Privileges

10.14 The Class Teacher or Head Teacher may decide that a child should lose the whole or part of a playtime as a consequence of unacceptable behaviour and be set some tasks during time lost.

10.15 The Head Teacher may decide that a child should lose other privileges as a consequence of unacceptable behaviour. By way of example, a child may be refused permission to go on a school trip or to a school club after being aggressive in the playground, or a child may be required (with parents' agreement) to go home for dinner as a consequence of bad behaviour during dinner breaks

11. Specific Situations

Examples of specific situations and typical responses are given in Appendix 1

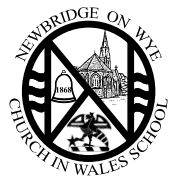
12. Exclusions

There have been no exclusions at Newbridge for many years. The Head Teacher would only exclude a child if she believed that allowing the child to remain in the school would put at risk the education or welfare of the child or of others in the school. Examples of behaviour for which a child might be excluded are given in Appendix 2.

13. Additional Learning Need and Disability

13.1 The Class Teacher or Head Teacher will take account of any recognised disability or Additional Learning Need of a child when taking disciplinary action.

13.2 The School intends that all children with significant behavioural difficulties will be **assessed** for Additional Learning Need and supported with an Individual **Provision Map (IPM)** and / or Pastoral Support Plan (PSP). Implementation of any IPM or PSP will be monitored by the Class Teacher supported by the Head Teacher as Additional Learning Need Coordinator (ALNCo). All other staff involved (Teaching Assistants, Dinner Supervisors etc.) will be informed of the targets set. If behaviour does not improve, consideration will be given to alternative approaches and the involvement of outside agencies



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13.3 In cases with significant difficulties, the School will seek support from outside agencies via Powys County Council.

14 Private Space

The School has created a Philosophy Corner which includes books on a range of topics related to feelings. The area forms a comfortable place for pupils to sit quietly and think or to chat in small groups about current issues facing them. At times, staff will access this space for the purpose of listening to pupils' concerns or addressing problems. The Parish Vicar who visits weekly also provides a pastoral role and is recognised by pupils as a point of contact

15. Equality

In implementing and reviewing this and related policies, the School will avoid unlawful discrimination and will seek to apply the policies consistently to all pupils, parent/carers, staff and visitors irrespective of disability, race or ethnic background, gender, sexual orientation, religion or other relevant protected characteristic under the Equality Act 2010.

The School will comply with all relevant equalities legislation and will promote equality in all aspects of school life.

APPENDIX 1

(Para 11 above)

BEHAVIOUR AND DISCIPLINE -- SPECIFIC SITUATIONS

Playground

The playground rules are:

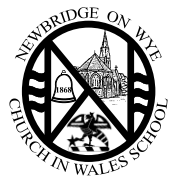
1. We show respect for people, property and the environment.
2. We look after each other and play safely.
3. We are always polite, kind and friendly.
4. We say sorry if we hurt or bump into anyone by accident.
5. We follow instructions straight away.
6. We line up as we are expected to, as soon as we hear the bell.

Typical Rewards

- Use of playground equipment.

Typical Consequences for Unacceptable Behaviour

- Time out on playground
- Miss a playtime (sit/work in building)



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Wet Playtimes / Indoor Play

There will be times when children are unable to go onto the playground because of the weather. During these times then:

1. Children must stay in their own classroom.
2. They must not run around or display unacceptable behaviour.
3. They should not use scissors unsupervised.
4. Class teachers will make available quiet games, scrap paper and crayons etc., comics/books to read.
5. All classroom rules still apply.
6. There is one adult on duty between two classrooms.

Entering and Leaving the Hall or Breakout Area for Collective Worship

Children are expected to:

- Come in and go out quietly.
- Listen and not distract others.
- Put up their hands to answer questions.
- Sit on the floor in a sensible and acceptable way.

Typical Rewards

- Praise, either individually, as a class or whole school.
- Class Teacher stars.
- Head Teacher stickers.

Typical Consequences for Unacceptable Behaviour:

- Return to the hall during playtimes and practice entering or leaving the Hall as a whole class
- Time increased for persistent unacceptable behaviour

After- School Club

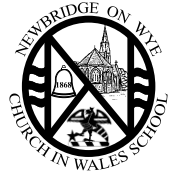
We encourage children to take part in our After-School Club, but they may be temporarily or permanently banned from the club for unacceptable behaviour at the club or in school generally.

Physical Education / Swimming

All children are expected to work sensibly during these lessons. They must listen carefully to the teachers' instructions and act upon them. All safety rules must be adhered to at all times. If at any time a child cannot act responsibly, they may be excluded from the PE or Swimming lesson.

School Trips

Before the trip, class teachers will discuss with their classes what is expected of them in terms of behaviour and organisation. They will also remind children to be polite and to promote the good name of the school in the community. Where behaviour is



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not acceptable or causes concern that a child's safety would be compromised on a school trip, then typical consequences would be:

1. Parents will be notified.
2. A letter of apology to the venue or leader to be written by the child.
3. The child may not be allowed to go on further trips in the future until behaviour improves.

Appendix 2

Behaviour for which a pupil might be excluded from the School

(See para 12 above)

Fixed-Term or Permanent Exclusion would only be appropriate for a case of exceptionally bad behaviour and would usually (although not always) be imposed only when other strategies have been exhausted. If considering the possibility of exclusion, the Head Teacher will follow the Welsh Assembly Government Guidance.

The following are examples of behaviour for which (depending on the circumstances) a child might be excluded

- An act of violence or repeated aggressive behaviour towards peer groups and/or members of staff.
- Calculated or repeated bullying
- Persistent use of bad language /verbal abuse
- Inappropriate sexualised behaviour.
- Repeated verbal or other harassment because of race, colour, ethnic origin, disability or other relevant protected characteristic
- Stealing or deliberate damage to property
- Leaving the school without permission
- Possession of illegal drugs
- Repeated disruptive behaviour in the classroom or during lessons, in the Hall, the Cwch or the playground.
- Disregard of instructions which causes danger to others

Fixed term exclusions would normally be for 1 – 5 days depending on the seriousness of the incident and the child's previous disciplinary record.

It is well-established that a pupil may be permanently excluded from a school for one very serious breach of discipline even if their record is good and there have been no previous fixed-term exclusions. Examples of "one-off" unacceptable behaviour justifying such strong action include serious violence, supplying illegal drugs at school or threatening the use of a weapon