

## Behaviour and Discipline Policy – Ysgol Gwaun y Nant

Our aim is to create an environment where the child's self respect is 'neutered' and incidents of bad behaviour the exception.

We believe that the school should be a 'safe' community which cares for all pupils' needs as individuals. All children, without exception, should feel that their contribution towards school life is respected and valued.

Therefore, our aim is to create a friendly environment where all children are able to achieve their full potential free from any obstacle. We insist that children's behaviour is of the highest standard at all times.

We encourage all pupils to respect and take care of the school and all its resources, their own and others' property, their peers and adults within the school and the community. We are confident that the caring environment within the school will lead to good behaviour and an understanding of what is right and wrong.

We expect all parents to fully support us on matters involving discipline and to encourage their children to behave appropriately. Along with the high school staff expectations, the example set by adults within school and at home we are confident that our pupils will grow to be courteous and sensitive to others' feelings. We always try and praise and give attention to good behaviour, courtesy, hard work, good effort and respect and kindness towards others.

We believe that we should respond positively with regards to discipline.

Each class has a set of rules formulated by the pupils and class teacher along with general rules for behaviour in specific areas of the school.

We:-

- Praise good work and behaviour
- Reward good work and behaviour on an individual praise card
- Celebrate and share successes with the whole school community
- Reward pupils with certificates at the end of the week/term- Pupil of the Week/Term
- Encourage pupils to speak Welsh through rewards

## Dealing with misbehaviour

**LESS SERIOUS** : A warning issued by the adult witnessing the incident.

Examples: Name calling

Interrupting

Telling tales

Careless with property

Constantly wandering around the classroom

If warning has to be given repeatedly, a ***YELLOW CARD*** will be issued.

**MORE SERIOUS:** ***YELLOW CARD*** issued immediately and name placed in class note book.

Examples: Name calling (personal)

Swearing

Threatening or intimidating behaviour

Discourteous behaviour towards a child

Lying

Hiding other children's property

As a result of 1 ***YELLOW CARD*** the child will miss out on 1 playtime and 15 minutes of lunch play.

**2 *YELLOW CARDS*** as above + sent to headteacher

If a child receives more than 2 ***YELLOW CARDS*** in a  $\frac{1}{2}$  term, a ***RED CARD*** will be issued.

**SERIOUS:** ***RED CARD*** is issued immediately, child sent to the headteacher, parents informed and called to a meeting at school, a note made in class note book and the child to lose the right to attend after school clubs for 1 week

Examples: Physically attacking someone

Destroying school property

Theft

Name calling (racial)

Discourteous behaviour towards an adult

As a result of a ***RED CARD*** being issued, the child will miss out on 2 playtimes and 15 minutes of lunch play.

Yellow and Red cards last a total of 10 school days

## PERSISTANT MISBEHAVING

Parents and children to meet with the headteacher and agree in writing an action plan with a date for review. A copy will be placed in the child's record card.

## VERY SERIOUS MISBEHAVIOUR

Child sent immediately to the headteacher

Notify parents

Exclude from school for a specified period with the possibility of being permanently excluded

In very extreme circumstances the school retain the right to physically restrain a child if the behaviour is deemed likely to cause the pupil, or other individuals, harm.

Time out should only be used as part of an agreed behaviour management plan, IBP and individual positive handling plan. This involves removing the child/young person from a situation, which causes anxiety or distress, to a location where they can be continually observed and supported until they are ready to resume their usual activities. The paramount consideration is that the action is taken in the best interest of the child/young person and that it reduces, rather than increases, risk to themselves or others.

The use of the time out area must ensure that safeguarding and welfare of the child/young person is of paramount importance.

Regular risk assessments will be undertaken with colleagues from appropriate agencies to ensure a shared understanding of the use of the time out area and restraint procedures to prevent inappropriate incidences arising.

Consideration will be given to the following:

1. Time-out should only be used as part of an agreed behaviour management plan.
2. Time-out is used for children and young people to prepare themselves for the classroom.
3. Use of time out area must be for relatively short, time limited periods relevant to age and risk.
4. A child or young person must **not** be locked in an area.
5. A child or young person must **not** be in an area where they cannot be continuously observed and supervised.
6. Staff must be trained on / clear about the use of the time out.

7. Discussion regarding how the time out area is used must be shared with parents and a signed written agreement produced.
8. Use of the time out area is recorded in writing and parents notified.
9. Clear monitoring arrangements must be in place.
10. Opportunities are created to give the child/young person the choice to rejoin the class, group, activity.
11. The time out area should be seen as an extension of the classroom.
12. Good practice will always be concerned with assessing and minimising risk to children/young people, staff and others and ensure intervention is in the best interests of the child/young person.
13. Good practice will always be concerned with pre-planning responses, where possible.
14. Use of the time out area will always be followed by a dialogue between child/young person and staff to discuss the incident and protect good relationships.
15. The use of the time out will be explained to the child / young person and should be clearly understood.
16. The time out area can be used as a managed space when there is a situation that a child / young person feels he/she cannot engage in.
17. Governors and Council officers will be kept updated regarding the use of the time out area in line with Council Policy.

All children, without exception, are given equal opportunities.