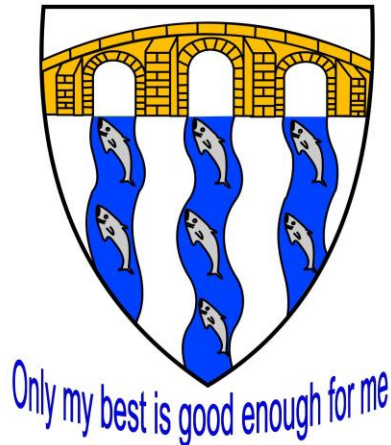


Behaviour and Discipline Policy

Date:	March 2019	Review Date:	Spring Term 2020
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We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. The school does not have fixed or set rules for behaviour. Instead we base our Policy on a set of values that are rewarded and form the basis of a positive ethos. School assemblies reinforce a common set of “values” and lessons have a common value that is set fortnightly. The school also operates a system points. Points are awarded for good work, effort. At the end of each term the pupils in the winning house are rewarded with a gift. The top two pupils are also rewarded with a small prize. House points are also given to pupils using raffle tickets for their conduct or work. A raffle draw is held at the end of each term and large prize given to the lucky pupil.

We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

Good behaviour is rewarded in class and assemblies. Classes set their own rules and pupils who demonstrate school values are acknowledged in school newsletters. Courtesy and respect towards others are central to the ethos of the school. Pupils who are victims of poor behavior are supported and encouraged to speak out. The school believes that “Everyone has the right to be happy”. Pupils who need support to “speak out” against unfairness or being upset are offered a variety of interventions, such as, the “I’m OK booklet”, Emotion and Social Literacy support (ELSA), Peer Support and named staff that

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pupils have chosen for themselves. The school aims to work closely with parents when a child has been identified as requiring such support. (Also see Anti-bullying Policy). The school also works with other agencies to support pupils who are vulnerable.

Pupils who display poor behaviour are also supported. The school acknowledges that children who display poor behaviour have themselves often been victims of the poor behaviour. Poor behaviour can take a number of forms. Most poor behavior is dealt with quickly by teachers or support staff at the school. If such behaviour continues or higher levels of unacceptable behaviour occurs, senior staff are informed. Parents are contacted and a plan is agreed to support the pupil. Incidents of poor behaviour are recorded by the head teacher or senior teacher. The incident is logged in a Behaviour record file and actions listed to support the victim and perpetrator. If there is a need the school will request the support of the Local Authority who have specialist workers who can advise and support the child, school and parents. On rare occasions Litchard Primary School follows the Wales Guidance for Exclusion and Behaviour.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued and respected. Also refer to school Anti Bullying Policy.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.

Procedure

Co-ordinator	<ul style="list-style-type: none">• All staff member of staff are responsible for pupil behaviour at Litchard Primary. However behaviour is co-ordinated and managed by the Head teacher or Deputy Head teacher/Senior Leadership team in his/her absence.
School Rules & Sanctions	<ul style="list-style-type: none">• Litchard Primary School promotes a flexible and adaptable approach to discipline. Pupils with their teachers make their own class rules. Whole school rules are based on expectations such as<ul style="list-style-type: none">○ Being courteous and polite with one another eg using please (os gwelwch and dda)/thank you (diolch and

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- fawr), holding doors open. Teachers and adults are expected to follow such rules and set good role models and also reciprocate pupils' courtesy.
- Walk in corridors in the left hand side.
 - Listen to others if they have something to say.
 - Understand that different situations require different behaviours eg Library, Games Lesson, Collaborative learning, learning individually, visitors taking lessons, educational visits off site.
 - Treating others how we would like to be treated ourselves.
 - Understanding and enacting the "values" of the school.
- There are a variety of sanctions – many of which are low tariff and are supportive. The school endeavours to improve behavior as we believe all pupils have the opportunity to learn from mistakes to improve their behaviour.
 - Facial expression showing pupil that something is not acceptable.
 - Restorative approach if unacceptable behaviour involves another child.
 - Reflect through Nurture/Nurture.
 - Change seating position in class
 - Refer pupil to another classteacher
 - Refer to senior teacher/Headteacher
 - Meet with parents/carers
 - Establish a behavior log book to record successes as well as incidents of persistent unacceptable behaviour.
 - Time out of classroom (ie with another classteacher – the school does not allow for pupils to stand outside the classroom)
 - Extra time ie miss playtimes
 - Supervised by senior teacher during lunch hour and reporting back to senior teachers (behaviour log)
 - Children are also involved in deciding on their own sanctions so they have a full understanding of it and are involved. This is more likely to change pupils' behaviours.
 - As read above Litchard primary school does not believe in a long list of rules but rather a common sense approach which does not necessitate the spelling out of minute rules.
 - These rules are reviewed periodically or when the need arises.
 - Exclusion is seen as a last resort used in exceptional circumstances or after other intervention strategies have been tried and failed to provide the outcomes necessary to ensure the safety of other pupils and staff.

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Role of Teachers	<ul style="list-style-type: none"> • Teachers must set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all school activities.
Role of Parent/Carers	<ul style="list-style-type: none"> • Parents/carers work closely with the school to ensure that their children help maintain a safe and secure school environment. A Home/School contract is used to cement this partnership
Pupil Support	<ul style="list-style-type: none"> • A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly. Close links exist between the school and the local authority (LA) behaviour support service (BSS)
Celebration	<ul style="list-style-type: none"> • Good behaviour is celebrated and regular praise and encouragement is part of the school ethos. The school implements a positive behaviour approach which is flexible and adaptable. Rewards include <ul style="list-style-type: none"> ○ positive gestures from staff (eg smile, nod). This form of behavior management is highly valued at the school and is expected as part of the school ethos. Staff and adults in the school are expected to show understanding and enjoy learning with children. Being a good role model is very important. ○ House points and raffle tickets are awarded. ○ Pupils who demonstrate they are maximizing their effort in learning are rewarded with house point and also through marking (see marking policy) – pupil voice is important. ○ Termly certificates are awarded by classteachers for a range of achievements. ○ Bespoke behaviour logs/charts are devised and used with specific pupils when required. When this is operating parents are involved and a Personal Social Plan (PSP) devised.
Outside Agencies	<ul style="list-style-type: none"> • We have good links with the Education Psychology Service and the Schools Liaison Officer who provide invaluable support to this school. The LA BSS representative is Rob Barlow.
Incidents	<ul style="list-style-type: none"> • Incidents of bad behaviour are recorded in an incident notebook by individual members of staff. • Incidents of poor behaviour during lunch times are reported to the teaching staff and or Headteacher. • The coordinator thoroughly investigates all incidents and reports to the Headteacher.

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	<ul style="list-style-type: none">• Instances of serious misbehavior are recorded on an incident form.
Monitoring & Review	<ul style="list-style-type: none">• On-going monitoring and review of behaviour ensures that our excellent school ethos is maintained.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- appointed a coordinator for behaviour and discipline to work with the Headteacher;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- involve and inform governors on issues relating to behaviour and this policy;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Coordinator

The Additional Needs coordinator and Senior Leadership Team will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and governors;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- implement pupil support strategies for victims of poor behaviour or bullying eg “I’m OK booklet”;
- implement pupil support strategies for pupils demonstrating poor behaviour eg “behaviour tracking booklet”.
- track pupils through IEPs;
- create links with parents;
- deal with external agencies;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

Governors appointed on to the Behaviour and Exclusions committee will:

- work closely with the Headteacher and the coordinator;

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- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- apply all rewards and sanctions fairly and consistently;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils are expected to:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- make suggestions about school behaviour in their class and via the School Council;
- obey all health and safety regulations in all areas of the school;
- make unacceptable remarks against fellow pupils or school personnel;
- co-sign and abide by the Home School Agreement;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

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Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions – these are included in the school prospectus;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Role of the School Council

The School Council will be included in issues regarding behaviour in the school where appropriate.

Sanctions

Sanctions which must be applied fairly and consistently have been devised:

- by the School Council and the Governing Body;
- not to be degrading or humiliating to any pupil

Exclusion

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

Pupil Support

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

Celebration of Good Behaviour

Good behaviour is celebrated at the weekly "Values" assembly. But regular praise and encouragement is part of the school ethos. This is also advertised in the school newsletter

Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist;
- educational welfare officer;

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- school health nurse and from
- Social Services

Incidents

- All incidents of bad behaviour are recorded on an incident sheet.
- The co-ordinator thoroughly investigates all incidents and reports to the Headteacher.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Privacy

The school also ensures that information held by the school is safe and secure and shared in-accordance with the Privacy Policy and consent as agreed by parents/carers. The school's privacy policy is available on the school web-site.

Monitoring the Effectiveness of the Policy

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Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

Headteacher:	J Phillips	Date:	March 2019
Chair of Governing Body:	A Davies	Date:	March 2019

See minutes of GB Meeting March 2019

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Initial Equality Impact Assessment

Question	Equality Groups																					Conclusion				
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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