

## **POLICY FOR SCHOOL DISCIPLINE**

At Aberdare Park Primary School we aim to develop whole school policy and practice that will ensure the safety, happiness and wellbeing of **all** our pupils and staff.

In developing this policy full account has been taken of Rhondda Cynon Taff CBC's Policy and Guidance for Schools on:

- Anti-Bullying
- Assessing and Managing Risks: Children who present challenging behaviours
- Restrictive Physical Intervention: the use of reasonable force to restrain and control children and young people
- Guidelines for the use of Time Out/Withdrawal Rooms

These four documents should be used with this school policy.

### **Aims**

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour
- To discuss and debate behaviour issues regularly with the School Council.

**Code of Conduct**

- All members of the school community are asked to respect each other
- All children are expected to respect their teachers, other adults and fellow pupils
- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are asked to be well-behaved, well-mannered and attentive
- Children should walk (not run) when moving around school
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter
- Physical violence towards any members of the school community is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion
- Foul or abusive language must not be used
- Children are expected to be punctual
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem
- Children should not wear jewellery to school at any time. Children will be asked to remove their jewellery and it will be placed in a sealable bag to be taken home.
- Mobile Phones are not permitted in school.
- All members of the school community should show respect by ensuring the school and its grounds are as well cared for as possible.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

## **Incentive Scheme**

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children.

The Aberdare Park Primary School scheme is based on merit awards through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

Individual certificates celebrating achievements will be awarded by Mrs Thomas throughout the year. For example, when a reception child is able to dress him or her self for the first time, or a child shows particular care and thought for others, etc.

Incentive stickers are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible.

'Golden Time' will be used to support specific initiatives relating to behaviour.

Children are encouraged to display their achievements in and out of school in assemblies.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

The class with the best attendance will be rewarded. In the Foundation Phase, the class with the best attendance will look after Cochyn for the week. In Key Stage Two, the class will be awarded a trophy for a week.

## **Sanctions**

Sadly, there will be times when children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. A Behaviour Policy must state these boundaries firmly and clearly.

The class teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, or time-out [see 1.1 to 1.8 of LA Guidance].

Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Headteacher or the Deputy Headteacher who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage.

Consistent breaches of behaviour are dealt with on a three point system. The child is given two opportunities to change behaviour in class, if the child is spoken to a third time about the same behaviour then the child is removed to Mrs Lloyd in Key Stage Two and Mrs L Davies in the Foundation Phase; in the absence of either Mrs Lloyd or Mrs L. Davies the matter will be referred to Mrs H. Davies.

### **Procedures for Dealing with Major Breaches of Discipline**

- Withdrawal from the classroom for a set time supervised by another member of staff.
- A verbal warning by the Headteacher for Foundation Phase pupils or Deputy Headteacher for Key Stage Two pupils as to future conduct
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring then exclusion procedures are implemented
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and the LEA
- Parents have the right of appeal to the Governing Body against any decision to exclude

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

## **Lunchtime Supervision**

At lunchtime, supervision is carried out by the Dinner Supervisors and Classroom Assistants. Any member of this team can refer to the Headteacher or the Deputy Headteacher if necessary. The Supervisors are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to complete a task. This usually takes the heat out of the situation.

The Supervisors must be treated with the respect expected by all adults at Aberdare Park Primary School. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or the Deputy Headteacher. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

## **Parents**

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

## **Care and Control of Children**

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity
- Talk to the child – discuss what has happened

- Discussion in groups or whole class
- Move the child from the group to work on his/her own
- Place a child to sit on his/her own for a short period of time, to give them the opportunity to consider their actions (within the classroom setting and always supervised)
- Repeat work
- Miss playtime (but must be supervised)
- Behaviour modification programme – setting targets
- Remove child from the class – place with HT or in another class
- Parental involvement
- Daily report
- Sanctions as set out in this discipline policy

### **Accident or Incident Forms**

This is used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property
- Loss, theft, or damage to property
- Any other incidents or matters of a serious nature

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents etc).

Incident/Accident forms should be used (recording all details) and are available from the Office Manager for all staff. Once completed these forms should be returned to the Headteacher.

### **Discipline Record**

This is used to record significant disciplinary measures taken by a member of staff against a child. Exclusion must always be recorded. This record is **not for minor** incidents in day-to-day classroom management but for serious occurrences of challenging behaviour.

### **Challenging Behaviour**

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal

### **Preventative Strategies**

See sanctions above and discipline policy procedures.

### **Intervention**

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary and assistance must be requested immediately. Practices as set out in 'The Team Teach Programme' must be followed.

The child should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team who will take immediate action to involve parents.

The situation must be reported to the Headteacher or Deputy Headteacher.

The Headteacher or Deputy Headteacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – behaviour support teacher, social services, psychological service etc.

### **Behaviour Modification Policy**

At Aberdare Park Primary School, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour that is unacceptable. As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. All staff use these.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

- Change in classroom organisation (for example a free choice activity)
- Using different resources
- Tiny steps devised for each child (e.g. sitting on chair for given length of time putting hand up to answer questions)
- Rewards of stars/smiley faces on work, on charts and in special books
- Sharing good behaviour with other children/other classes
- Involving parents at an early stage to make an action plan together

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves and develop self esteem.

## **ANTI BULLYING POLICY**

### **Definition**

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'

At Aberdare Park Primary School staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools is greatly underestimated.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people.

### **Strategy for dealing with bullying**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- Discussions at length with the victim. This will require patience and understanding. Remember – Listen, believe, act
- Identify the bully/bullies. Obtain witnesses if possible. Advise the Headteacher
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Aberdare Park School
- If they own up then follow the procedure outlined below and in the Discipline Policy
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts
- Separate discussions with parents of bully and victim
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s)
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition
- As the behaviour of the bully (hopefully) improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying

In order to identify incidents of bullying and the identities of bullies, at Aberdare Park Primary School we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe and act.

***Review Date: January 2014***