Ysgol Llangynnwr

Behaviour and Discipline Policy

Cytunwyd ar ran y llywodraethwyr gan/ Agreed on behalf of the governing body by Mrs Lowri Williams	Arwyddwyd/Signed: L J Williams
Arwyddwyd gan y Pennaeth/ Signed by Headteacher Mr Aled Davies	Arwyddwyd/Signed: Aled Davies
Dyddiad/Date: Adolygiad nesaf/Review date:	Autumn Term 2026 Autumn Term 2027

AIMS AND STANDARDS

At Llangynnwr school discipline is based on a behaviour strategy which promotes positive attitudes towards behaviour and is founded on praise and rewards. Children make choices about their own behaviour based on rules, rewards and consequences. Good behaviour is a vital part of school life as it permits and promotes learning and successful interpersonal relationships.

Unacceptable behaviour and breaches of discipline should not be allowed to interfere with the right of other children to learn and progress. Every member of staff, every pupil and every parent should be made aware of, be involved in and be supportive of the School Behaviour and Discipline Policy in order for it to succeed. The help and support of parents is essential.

All members of staff have a responsibility to maintain this policy at all times.

The school recognises that some behaviour might be as a result of ALN needs. The headteacher will use his professional experience in deciding if a behaviour is a consequence of ALN need. If a behaviour that would normally fall under this policy, is as a result of ALN needs then the headteacher shall deal with the issue/behaviour through other means –

- PCP meetings
- IBP
- Consultation / Support with outside agencies e.g. TAF
- Risk Assessments / changes in school to minimise the risk of the behaviour
- Development of a Positive Handling plan (see policy)

These approaches are and very individualised and are adapted on a case by case basis.

OUR AIMS:

- To make school interesting, enjoyable, safe, secure and caring environment for children's learning.
- To provide 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.
- To encourage all children to care and look after each other remembering the key elements of following the star through their school journey.

We will work towards achieving these aims by:

• Developing and fostering mutual support between adults and children, children and children and adults and adults.
• 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.
• Taking account of any disabilities of children or adults in the school.

Standards of Behaviour expected at our school:
Children are expected:
• 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 and retaliation
• not to use bad or abusive language
• not to bring into school sharp or dangerous instruments, electrical equipment, jewellery or toys

A departure from these standards of behaviour may be dealt with under this Policy as a breach of discipline.

Bullying
Bullying is a serious breach of the above Standards of Behaviour and is a disciplinary offence. The school attaches particular importance to identifying and preventing bullying at school, to dealing with it effectively if it occurs and to educating children to a zero tolerance of it.

The School therefore has a separate School Anti-Bullying Policy covering these issues.

Behaviour outside the School Context

Childrens' 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. (Children will
be reminded that while wearing school uniform with school logo they are representing the school and should behave accordingly).

Staff Responsibility

It is important that all staff maintain the schools discipline message not only by what they say but also by what they do. Good behaviour and school discipline should be actively promoted by:-

• Accepting responsibility for pupil behaviour outside as well as inside the classroom
and building.
• Accepting responsibility for all pupils, not just those in their class.
• Sharing problems and successful strategies for dealing with individuals.
• Pursuing common standards of discipline.
• Always informing the Class or Head teacher of incidents or problems with a child.
• The Class Teacher or Head Teacher keeping parents informed.

All staff actions, words and behaviour send out important signals. They speak louder than any rules, sanctions or rewards about what standards of discipline really are and what the ethos of the school is all about.

Pupil Participation

Pupils have opportunities to take part in Circle time throughout the school and also discussions during Health and Wellbeing sessions. This means that children are able to discuss issues with their peers and an adult. It also gives the children opportunities to talk about their feelings.
General issues of discipline and behaviour can be raised by children with the School Council and are drawn to the attention of staff and the Governing Body. The school council are also responsible for creating a child friendly version of the behaviour policy for the pupils.

Parental Partnership

Co-operation and partnership with parents is essential for the success of this policy. All parents will be kept informed of any unacceptable behaviour on the part of their child. The first point of contact between parents and school should normally be the child's Class
teacher. If unacceptable behaviour continues, parents will be invited 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 as necessary.

MANAGEMENT OF BEHAVIOUR AND DISCIPLINE - CONSEQUENCES

At our school, we show children that we care enough to let them know not only good behaviour is approved and rewarded, but also that other behaviour is unacceptable. We teach them that both good and unacceptable behaviour carries with it very real consequences. We make children aware of the Standards of Behaviour expected of them. In addition, within each class, children will have agreed classroom rules and will be aware of the consequences if they break them.

(A) POSITIVE RECOGNITION AND REINFORCEMENT OF GOOD BEHAVIOUR

Individual Positive recognition will include:

- Children are often praised for good behaviour by the class teacher
- Certificate – stars at the end of the week during Children's Assembly
- Positive communication with parents, notes etc
- Win class dojos
- Special privileges
- Free choice – Amser Aur
- sent to the Head Teacher or another Class Teacher in recognition of good work.

Praising Good Behaviour

We believe praise and encouragement to be the most powerful of all rewards. A child who feels valued by an adult in the community which they value will grow in self-confidence and in their will to achieve.

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. Friday's assembly each week is devoted to celebrating the children's achievements. In addition to the stars, children may also be identified for commendation for their work, behaviour or achievements in other areas.

(B) DISCIPLINE FOR UNACCEPTABLE BEHAVIOUR

Procedure and Discretion

The appropriate disciplinary response to unacceptable behaviour will depend on many factors including the age of the children involved, past behaviour, relationships between children and (often) the need for a prompt response to the incident. The Class Teachers and the Head
Teacher therefore have wide discretion as to how to 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 any others involved.

Class Room Management

Teachers are responsible for drawing up classroom rules with their children. These rules will consist of 3 – 5 rules which 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

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

• Discussion with child about behaviour and time to reflect on it; including "Time Out" if appropriate (see below).
• Completion of an Behaviour Incident Form (ABC) This will be filed for future reference.
• Verbal apology or completion of a written apology which the child will then hand to the person to whom they are apologising.
• Loss of 'amser aur'
• 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 /Quiet time

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/quiet time". This will involve the child being sent to the reading area / specific area where they will sit away from other children so that they have time to think, reflect or calm down. When they feel ready, they return to their own class where they are expected to apologise to their Class Teacher, and to another child if appropriate, following a discussion with the class teacher who will try and determine the cause of the incident, having looked at both sides of the incident.

Head Teacher – Consequences

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 strategies outlined above have been tried but behaviour is not improving or when the matter is serious enough to warrant the Head Teachers immediate attention.

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:

- Meeting with Class Teacher and child to discuss the problems with behaviour to date.
- Time for the child to reflect on behaviour and to discuss with the Head Teacher any situations that trigger unacceptable behaviour.
- 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.
- Letter to and meeting with parents in school to discuss the situation with their child and agree on a way forward.
- Involve outside agencies and set up an Individual Behaviour Management / Pastoral Support Plan.
- Fixed term or Permanent Exclusion. (see exclusion policy)

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

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.

Exclusions
Fixed or permanent exclusion is an extreme consequence of bad behaviour and is usually (although not always) imposed when other strategies have been exhausted. It is expected to be rare at our school. In considering exclusion, the Head Teacher will follow the Welsh Assembly Government Guidance.

A child is at significant risk of exclusion from our school for serious misconduct causing the Head Teacher to believe that allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school. The following 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 staff.
• Calculated bullying.
• Persistent use of bad language / verbal abuse.
• Inappropriate sexualised behaviour.
• Repeated verbal or other harassment because of race, colour, ethnic origin or disability.
• Leaving school without permission.
• Possession of illegal drugs.
• Repeated disruptive behaviour in the classroom or during lessons in the hall or in the playground.
• Disregard for instructions which cause danger to others.
Fixed term exclusions will commence with ½ a day and increase every exclusion depending on the seriousness of the incident and the child's previous disciplinary record. A child may be

permanently excluded 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.

Special Needs and Disability

The Class Teacher or Head Teacher will take account of any recognised disability or additional learning needs of a child when disciplinary action is taken. The school intends that all children with significant behavioural difficulties will be considered for additional learning needs with an Individual Education Plan (IEP) and / or Pastoral Support Plan (PSP). Implementation of any IEP or PSP will be monitored by the Special Educational Needs Coordinator (SENCO) and the Class Teacher. All other staff involved (Learning Support Assistants, Dinner Supervisors etc) will be informed of the targets set. If behaviour does not improve, consideration will be given to progressing to School Action Plus and involving outside agencies.

BEHAVIOUR AND DISCIPLINE – SPECIFIC SITUATIONS

Playground

The playground rules are:

- We show respect for people, property and the environment.
- We look after each other and play safely.
- We are always polite, kind and friendly.
- Keep our hands and our feet to ourselves.
- We say sorry if we hurt or bump into anyone by accident.
- We follow instructions straight away.
- We line up as we are expected to, as soon as we hear the bell.

Typical Rewards

- Use of playground equipment
- Reward points

Typical Consequences for Unacceptable Behaviour

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

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:

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

Entering and Leaving Assembly

Children are expected to:

- Come in and go out quietly – led by the class teacher
- 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 hall during playtimes and practice entering or leaving the hall as a whole class.

After-School Clubs

We encourage children to take part in our after-school clubs, but they may be temporarily or permanently banned from a 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 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 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 not acceptable or causes concern that a child's safety would be compromised on a school trip, then typical consequences would be:

- Parents will be notified.
- A letter of apology to the venue or leader to be written by the child.
- To consider if the child will be allowed to go on further trips in the future until behaviour improves.

Monitoring, Evaluation and Review

The Head Teacher is responsible for monitoring and evaluating this Policy and reporting on it to the Governing Body annually.