Ysgol Bryn Deva

Pupil Behaviour and Discipline

Date	Review Date	Coordinator	Nominated Governor
12.09.22	**12.09.2024**	**Karen Burrows**	**Jane Oliver**

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 1996
- Crime and Disorder Act 1998
- School Standards and Framework Act 1998
- Education Act 2002
- Anti-social Behaviour Act 2003
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Education Act 2011
- Education Act 2005
- Education and Inspections Act 2006

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise pupils' behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

In order to maintain good discipline in our learners;

- we have high expectations of pupils behaviour and conduct and whether these expectations are applied consistently and fairly;
- we also promote our pupils to:

- ☐ have a positive attitude to their education;
- ☐ be committed to their learning;
- ☐ know how to study;
- ☐ be resilient to setbacks;
- ☐ take pride in their achievements;
- ☐ have good attendance and punctuality.

- We develop relationships between pupils and school personnel which reflects a positive and respectful culture;
- We create, with staff personnel and pupils, a school environment where all forms of bullying are not tolerated;
- Our school personnel deal with incidents of bullying quickly and effectively and they work hard to prevent bullying from spreading

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We have in place a nurture room, specifically designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

We have a duty to ensure that all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.' Parents have a duty to ensure their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects'.

We are aware that 'parenting contracts, orders and penalty notices for irregular attendance apply only to pupils of compulsory school age who are registered at a school' but they can also be applied for misbehaviour by pupils outside compulsory school age such as pupils at a maintained nursery. While 'penalty notices for parents of pupils found in a public place during school hours after being excluded also apply only to children of compulsory school age who are registered at a school.'

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

Ysgol Bryn Deva

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We understand that 'Headteachers and school personnel authorised by them have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item'.

We have decided that the following items are prohibited in this school namely knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

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 all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this 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.
- 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 maintain consistency in applying this policy.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority 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;
- 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:

  - ☐ determining this policy with the Governing Body;
  - ☐ discussing improvements to this policy during the school year;
  - ☐ organising surveys to gauge the thoughts of all pupils;
  - ☐ reviewing the effectiveness of this policy with the Governing Body

- nominated a link governor to:

  - ☐ visit the school regularly;
  - ☐ work closely with the Headteacher and the coordinator;
  - ☐ ensure this policy and other linked policies are up to date;
  - ☐ ensure that everyone connected with the school is aware of this policy;
  - ☐ attend training related to this policy;

- ☐report to the Governing Body every term;
- ☐ annually report to the Governing Body on the success and development of this policy

- 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;
- create an ethos that makes everyone in the school community feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved within the school;
- promote self-discipline and proper regard for authority among pupils;
- prevent all forms of bullying among pupils by encouraging good behaviour and respect for others;
- ensure all stakeholders are absolutely clear about the expected standards of pupils behaviour,
- ensure school personnel apply this policy consistently;
- ensure the vision of hearts and minds is encompassed on a daily basis to ensure consistency of approach.
- 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;
- model behaviour that he/she wants to see from school personnel;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure school take individual children to the nurture room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- with all members of the Senior Leadership Team will:

  - ☐ maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
  - ☐ ensure pupils move around the school in an orderly manner
  - ☐ praise good behaviour
  - ☐ celebrate successes
  - ☐ the good performance of school personnel
  - ☐ take action if school personnel do not follow this policy
  - ☐ consistently inform parents of this policy
  - ☐ ensure school personnel praise good behaviour and work
  - ☐ ensure school personnel understand the additional needs of all pupils in their care
  - ☐ monitor the number of sanctions and rewards given by individual school personnel
  - ☐ have in place clear strategies for pupils who are likely to misbehave
  - ☐ ensure school personnel are aware of these strategies and apply them

- ☐ have in place support mechanisms for pupils with behaviour difficulties
- ☐ ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties

- ensure the health, safety and welfare of all children in the school;
- work with the pupils and school personnel:

  - ☐ to create a set of school values and maintain the school vision of hearts and minds, that will encourage good behaviour and respect for others;
  - ☐ to annually discuss what are our expectations of behaviour towards each other by considering the following:

    - ➢ Are we clear on the importance of discipline and good behaviour in school life? How do we promote this understanding?
    - ➢ How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy?
    - ➢ How well do we promote a range of positive character traits among pupils?

- recommend to the Governing Body the use of a parenting contract:

  - ☐ in cases of truancy/poor attendance;
  - ☐ when a pupil has consistently misbehaved or has been permanently excluded or excluded for a fixed period;
  - ☐ when it is considered that parenting is a factor in the truancy or bad behaviour of a child and where the parent appears to be in need of support

- ensure risk assessments are:

  - ☐ in place and cover all aspects of this policy;
  - ☐ accurate and suitable;
  - ☐ reviewed annually;
  - ☐ easily available for all school personnel

- have in place the following health and safety control measures:
- organise a series of safeguarding and child protection workshops to ensure parents are aware of:

  - ☐ Keeping Learners Safe
  - ☐ Social services and wellbeing (Wales) act 2014
  - ☐ the Safeguarding and Child Protection policy
  - ☐ safeguarding procedures in place;
  - ☐ all safeguarding policies;
  - ☐ their role in safeguarding and child protection

- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing :

- ☐pupil attitudes to school and learning through PASS surveys
- ☐ the views of pupils, parents, school personnel and governors
- ☐ the number of fixed-period and permanent exclusions
- ☐ incident logs, rewards and sanctions
- ☐ the number of reported cases of bullying
- ☐ strategies to improve behaviour and discipline

- make effective use of relevant research and information to improve this policy;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- maintain consistency in applying this policy throughout the school;
- welcome pupils into the classroom;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- ensure all work is differentiated;
- apply all rewards and sanctions fairly and consistently;
- work with pupils to compile a list of class rules;
- display class rules;
- work with pupils to compile a list of sanctions and rewards;
- display the list of sanctions and rewards;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- stay calm when dealing with unacceptable behaviour;
- apply any behavioural plans of individual pupils;
- ensure support staff are aware of these plans;
- be aware of and understand the additional needs of pupils in their care;
- take individual children when a situation arises to the nurture room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- have in place and will refer to a visual timetable, if required;
- 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;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- 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 will:

- be aware of and comply with this policy
- be aware of our school vision and values
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- 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;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys

Role of Parents/Carers

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
- be asked to take part in periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Sanctions and Rewards

Sanctions and rewards:

- must be applied fairly and consistently across the school;
- must not be degrading or humiliating to any pupil;
- must be displayed in all classes;

A system is in place to ensure that no child never misses out on sanctions or rewards.

A clear system is displayed in every classroom which shows how, as a school, we manage behaviour on a daily basis. (See Appendix at the end of this policy)

Ysgol Bryn Deva

Calon Cwtch

We have a clear entry and exit system to enable learners, who require additional nurture support, regular access to Calon Cwtch.(Appendix below) This behaviour policy is subject to change based on individual needs within the setting of Calon Cwtch, at the discretion of senior leaders, ALNCo and nurture staff.

Exclusion (Internal and External)

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

As a school and Governing body, we endeavor to support our learners, through internal exclusion before any discussion will be undertaken for external exclusion. Support is offered to both parents and learners within a range of internal and external agencies. Internal exclusion involves working with one adult, away from peers to give opportunity for discussion and support in moving forward.

Pupil Support

A number of pupil support systems are in place and are proving effective in promoting good behaviour. Individual behaviour plans 'How to support me' are also provided across the school to ensure consistency for learners with specific behaviour needs.

All school personnel work hard to ensure that these systems run smoothly.

Celebration of Good Behaviour

Good behaviour is celebrated through regular praise and encouragement, which is part of the school ethos.

Outside Agencies

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

- educational psychologist;
- educational welfare officer;
- school health nurse and from
- Social Services.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website;
- Headteacher reports to the Governing Body;

- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Text messages
- Email
- Social media:
  - ☐ Twitter
  - ☐ Schoop

Training

We ensure:

- all school personnel:
  - ☐ have received the appropriate training on all safeguarding policies and procedures undertaken by a registered training provider;
  - ☐ are familiar with the following documentation:
    - ➢ Keeping Learners Safe
    - ➢ Social services and wellbeing (Wales) act 2014
  - ☐ are aware of the following linked policies:
    - ➢ Safeguarding pupils
    - ➢ The use of reasonable force
    - ➢ Anti-bullying
    - ➢ Equality
    - ➢ Cyber bullying policy
- the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- all school personnel understand and undertake their role in safeguarding and child protection effectively

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning,

pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

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.

Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Safeguarding and Child Protection
- Calon Cwtch entry and exit
- Home School Agreement
- Health and Safety
- Anti-Bullying
- Positive Handling (Restraint of Pupils)

Ysgol Bryn Deva

See Appendices Documents

- Whole school behaviour flow chart
- Calon Cwtch entry and exit criteria

We believe this policy:

- has been reviewed thoroughly by the safeguarding governor and the Designated Safeguarding Lead has been questioned on it to make sure it stands up to scrutiny;
- flows and is easy to follow;
- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings;
- has been received by all school personnel via appropriate safeguarding training;
- is provided to all school personnel and a hard copy can be found in the staffroom reference library

Headteacher:		**Date:**	
Chair of Governing Body:		**Date:**	

Ysgol Bryn Deva

Encouraging Good Behaviour

At Ysgol Bryn Deva, we are proud of all of our learners and the way in which they conduct themselves around the school. We often talk about 'making marvellous mistakes', and our school celebrates successes, when learners learn from their errors.

In line with our school policy, we follow the procedures outlined below, when dealing with behaviour.

WARNING – Reminder of our school/class rules **Think of our core values in Hearts and Minds**
2nd WARNING – Reminder of our school/class rules **Think of our core values in Hearts and Minds**
2 minutes reflective time during break time – Foundation phase / Y3&4 **5 minutes reflective time during break time – Y5&6**
Referral to a member of the senior leadership team in each of the phases **Rec-Y1 Mr Hall** **Y1 & 2 Miss Diamond** **Y3 & 4 Miss Morgan** **Y5 & 6 Mrs Graham**
Referral to Head teacher