



# **Behaviour and Discipline Policy**

**Written by The Staff of Durand**

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# **Durand Primary School**

## **Behaviour and Discipline Policy**

### **Aims and Expectations**

It is the aim at Durand Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to provide an environment which promotes the well-being of staff and pupils where everyone feels happy, safe and secure.

### **Ethos**

At Durand Primary School we develop and foster an ethos that is welcoming to everyone. The main principles of our ethos are for all our children to:

- **Be kind and caring to one another.**
- **Be friendly, polite and use good manners to everyone.**
- **Respect our school environment.**
- **Always be honest and truthful.**

### **Conduct**

The school has a Code of Conduct comprising of key rules that we use to reinforce appropriate behaviour so that people can work together with the common purpose of helping everyone to learn. Our rules have been written to enable us to achieve the Ethos.

We have rules which follow the same principles and criteria. They focus on directions (instructions), movement around the school, noise levels and pupil interaction with each other. These principles form the basis of rules which we have in place in certain areas e.g. the classroom, the yard, the hall and about the school.

### **School Rules**

- 1. We do as we are told by an adult (Foundation Phase)  
Follow directions first time (Key Stage 2)**
- 2. When moving around the school we walk at all times**
- 3. We use quiet voices when moving around the school**
- 4. Pupils keep their hands, feet, objects and unkind words to themselves**

## **Class Charter**

The Class Charter is closely aligned with the School Rules and are set each academic year in negotiation with the pupils within a Class. The Teacher guides the pupils to produce rules in line with the four principles above. This is an example set.

- 1. Follow instructions first time**
- 2. Always walk around the classroom**
- 3. Use appropriate classroom voices e.g. this could be quiet time, partner voice, group / table or a class voice**
- 4. Pupils keep their hands, feet, objects and unkind words to themselves**

This enables each class to have it's own classroom rules which are agreed and signed by the children and displayed on the wall of the classroom.

## **Yard Rules**

- 1. Respond to the whistle quickly and sensibly by stopping and standing still on the 1<sup>st</sup> whistle, on the 2<sup>nd</sup> whistle walk to class lines**
- 2. Keep to designated areas during playtimes**
- 2. We remain on the yard unless given permission to re-enter the school building**
- 4. Pupils keep their hands, feet, objects and unkind words to themselves**

## **Lunch Rules**

- 1. Follow instructions given by members of staff**
- 2. Enter the hall in an orderly way and either sit at the table or line up sensibly**
- 3. Use appropriate inside voices in the dinner hall e.g. table voice**
- 4. Pupils keep their hands, feet, objects and unkind words to themselves**
- 5. Use good table manners**

Every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

## **Supportive Feedback (Rewards)**

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. It is our aim to develop a consistent approach to the development of appropriate behaviour throughout the school.

We praise and reward children for good behaviour in a variety of ways:

- Teachers give verbal feedback, this will be specific to let the pupil know what they have done e.g. Well done for .....
- Teachers use gestures such as thumbs up or may use positive touch on the arm between elbow and shoulder or centre of back to enhance verbal feedback.
- Teachers give out stickers.
- Teachers give children a Dojo (KS2) and / or house points (FP and KS2).
- Teachers may send pupils to the Headteacher for a sticker to reward exceptional work / positive behaviour.
- Teachers may see a parent at the end of the day, make a positive phonecall or send a postcard home to parents/carers.
- We reward pupils work and behaviour on a regular basis in our Collective Worship. Teacher's Award certificates are presented and photographs are taken reflecting their achievements and efforts. These are displayed.
- We award Good Conduct certificates once a half term for pupils who show excellent conduct both in and out of class.
- On a daily basis we identify pupils being good in assembly and celebrate this with 'smile' stickers.
- Our Midday Supervisors reward good behaviour at lunchtimes with stickers, 'Lunchtime Awards'.

The school acknowledges all the efforts and achievements of children, both in and out of school.

## **Corrective Feedback (Sanctions)**

Staff will try to positively re-engage or redirect pupils by using techniques such as:

- Delivering the lesson near the pupil who is off task.
- Incidental use of pupil's name.
- Proximity praise.
- A 'Look'.

If these are not effective staff could have a quiet discrete word with the pupil to remind them of what they should be doing. If this does not re-engage the pupil then the teacher could remind the pupil of what has been asked of them and if that does not work teachers could offer pupils a choice whether to follow the rule or choose to accept a consequence e.g. the rule is ..... it's your choice / make the right choice.

The key aspect is the use of the word choice. The school wants the pupil to develop appropriate behaviour and encourage pupils to make the correct choice.

The staff regularly use Restorative Approaches with an individual pupil or a group of pupils in the form of a mini-conference. This allows pupils to resolve issues using a positive pro-active approach.

The school employs a hierarchy of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

1. Verbal warning.
2. Move child to another place nearer to the teacher or away from distractions.
3. Move child to a different classroom.
4. Child to lose part of a playtime which is spent either on 'the spot' for FP pupils or in a supervised 'Time Out' area redoing unacceptable work or reflecting on inappropriate behaviour for KS2 pupils (serious misdemeanours at FP they may spend playtime in the time area). Any visits to the 'Time Out' area will be recorded.
5. Loss of 2 playtimes, within a timescale of half a term, class teacher will speak to parents.
6. Loss of 3 or more playtimes, within a timescale of half a term, pupil to be sent to Deputy Headteacher who will inform parents either verbally (in person or via phonecall) or by letter.
7. For very serious misdemeanours or persistent misconduct the pupil will see the Headteacher with the class teacher or the teacher on duty and parents will be notified either by telephone and/or letter, if required.
8. Professional meeting with parents and pupil to be called.
9. Fixed term exclusion.
10. Permanent exclusion.

If a pupil's behaviour is such that they could provide a Health and Safety risk to themselves, to other pupils or to staff when going on a school trip the Headteacher will develop a risk assessment and will consult with the Chairperson of the Governing Body in relation to whether the pupil should be taken on the trip. If the decision is no the pupil will attend school.

There may be occasions, if a pupil is being violent or aggressive, when a member of authorised staff will need to use reasonable force to safeguard pupils and staff. For further details see policy on 'Use of Reasonable Force'.

For severe behaviour the Headteacher (or Deputy Headteacher if the Headteacher is unavailable) will be called.

## **Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (see Durand Primary School Bullying and Discrimination Prevention policy).

## **The Role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the Governing Body, when requested, on the effectiveness of the policy.

It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour if they result in an exclusion of any kind.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **The Role of the Class Teacher**

It is the responsibility of class teachers to ensure that lessons are delivered which motivate pupils and reduce the potential for disruptive behaviour occurring.

It is the responsibility of class teachers to ensure that the school's Code of Conduct is enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and consistently enforces the classroom code negotiated with pupils. The teachers treat all children in their classes with respect and understanding. The class teacher gives supportive feedback in line with agreed school practice.

If a child repeatedly misbehaves in class, the class teacher may begin to keep a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher gives the corrective feedback listed previously.

The class teacher reports to parents about the progress of each child in his/her class, in line with the whole-school policy.

### **The Role of the Pupils**

It is the responsibility of pupils to follow the school and class rules. The pupils are expected to treat everyone with respect in order to promote the ethos of the school.

Pupils will be encouraged to offer comments and feedback on the policy and its implementation via the School Council.

### **The Role of Parents**

The school collaborates actively with parents, so that children receive consistent messages about appropriate behaviour. Durand's Code of Conduct is included in the school handbook, and we expect parents to both read these rules and support us in implementing them.

We encourage parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline a child, we encourage parents to support the actions of the school. If parents have any concerns about the way that their child is behaving, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem then further steps can be taken.

## **The Role of the Governing Body**

The Governing Body has the responsibility of agreeing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher takes this into account when making decisions about matters of behaviour.

## **Fixed-term and Permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary if their behaviour results in severe disruption to teaching and learning, or places them, other pupils or teaching staff at risk. See 'Exclusions Policy'.

## **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher may record minor classroom incidents. The Headteacher records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of any incidents that result in loss of break.

The Headteacher keeps a record of any child who is exclusion for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the number of exclusions, and to ensure that the school policy is administered fairly and consistently.

The Governing Body reviews this policy every two years. The governors may, however, review the policy earlier than this if the Welsh Government or central Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

**Headteacher:**

**Chair of Governors:**

**Date:**