



Ysgol Acrefair Behaviour and Discipline Policy



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Adopted by Governing Body; February 2017
Signed by Chair:
Signed by Headteacher:
Next review: February 2020

'Every Child Matters, Every Day Counts'

Ysgol Acrefair

Aims and expectations

At Ysgol Acrefair 'Every Child Matters , Every Day Counts'.

It is a primary aim of our 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. Our Core values of **Aspire, Inspire, Nurture and Respect**, run through everything we do .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 promote an environment where everyone feels happy, safe and secure.

In terms of behaviour, we aim to:

- take care of the individual child and try to create a climate where he or she can become his or her best self.
- sustain and develop each child in an atmosphere of love, encouragement and support.
- provide a well-rounded education for all of our children within a secure environment.
- encourage children to be aware of their talents and to use them for the benefit of others as well as themselves.
- share the worth of children's words and thoughts through visual displays, class assemblies and whole school celebrations.
- show care and respect for others by example and showing outward signs of our core values
- listen to and to value children's opinions.
- encourage a positive attitude to work by praise and balanced criticism which is constructive.

The school has one over- arching rule, that being **Respect**, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply this behaviour policy in a consistent way. Staff are good role models for pupil behaviour and the development of positive relationships.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

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.

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Expectations –

The school expects every member of the school community to behave in a considerate way towards others.

As a school we have adopted three '**Respect Rules**' to reinforce and encourage good behaviour. These are;

- Respect everyone
- Respect property
- Respect time

These respect rules are clearly visible in all classrooms and provide consistency in approach across the school.

Anti-bullying policy

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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See Anti-bullying policy)

Rewards and consequences

Expectations of behaviour are consistent throughout the school although rewards and sanctions are matched appropriately to the age of the child. We place great importance on the power of praise to reinforce good behaviour. When praising children the respect rules are always referred to, to constantly reinforce these codes of conduct. **We praise and reward children for good behaviour in a variety of ways:**

- Smiling to acknowledge child's good behaviour.
- Gestures e.g. thumbs up
- Teachers give individual verbal praise to the child.
- Teachers praise the child in front of the class.
- Teachers praise the child in front of parents
- Stickers may be awarded
- Each class uses the 'online 'Dojo' reward system.
- A certificate/postcard home, message to parents on the 'See-Saw 'app or a sticker or stamp may be given.
- Special privileges may be given e.g. a job to do, sent on a message, given extra time on the computer, given extra fruit etc.
- The child may be sent to the Headteacher or another teacher to be rewarded.
- The child is given a special letter to take home to their parent/guardian.
- During our Friday Celebration assembly children are chosen to be VIPs(Very Important Pupils) and are given a special sticker and a postcard home and are mentioned in the school news on the app.

The school employs a positive behaviour policy to enforce the school rules, and to ensure a safe and positive learning environment. However, at times, **it may be**

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necessary to employ a consequence, appropriate to the individual situation. If sanctions need to be imposed, the Respect Rules are always referred to so that the children have a clear understanding of why a certain type of behaviour is unacceptable.

In each class we display our Respect Reminders.

Respect Reminders

Respect everyone, Respect property, Respect time

If you break one of our school rules you will...

- 1. Receive a respect reminder and move to the **green** spot*
- 2. If you receive another respect reminder you move to the **yellow** spot*
- 3. If you receive another respect reminder you will move to the **red** spot and you will lose 15 minutes of your playtime.*

Remember to earn lots of dojo points for your class for a treat.

If a child repeatedly acts in a way that disrupts or upsets others:

- Parents are informed.
- A Home School Partnership is set up in order to improve the behaviour of the child. We hold regular review meetings with staff and parents to work out together a system of joint action which will best help the child.
- A child may need to follow a **Behaviour Management Programme** to improve his/her behaviour. We assess the behaviour of a child by completing a Behaviour Checklist to identify the setting factors and triggers which may contribute to the pupil's misbehaviour. We might then seek the help of an Educational Psychologist to assess and monitor the child, and to help us with the planning and applying of strategies to improve his/her behaviour. An IBP would be written for the child based on the results of Behavioural Analysis. Joint planning between parents, teaching, support staff and other involved practitioners is important in tackling behavioural challenges. A child may be placed on the school's SEN register at School Action, or School Action+ if outside agencies are involved.

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- A Pastoral Support Programme may be implemented with the support of the Wrexham Behaviour Support Team, involving the child, school staff and parents
- A child may be temporarily excluded.
- A child may be permanently excluded.

The role of staff

It is the responsibility of class teachers to ensure that the Respect Rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and how the children conduct themselves around the school etc. The class teacher discusses the Respect Rules so that every child 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 at an appropriate time, possibly at Circle Time.

All staff 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.

All staff will treat each child fairly, and enforce the **Respect Rules** consistently. Staff will treat all children with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps 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 seeks help and advice from the Headteacher or ALNCO.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child, supported by the ALNCO. The class teacher may, for example, discuss the needs of a child with the educational Psychologist or LA behaviour support service.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the "Positive Handling Policy." Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children and staff are provided with Team Teach training as appropriate.

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 governors, 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.

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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 may keep a record of good and bad behaviour.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

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 and the Headteacher will follow guidelines from the L.A. and the Welsh Government document 081/2012. Generally, the Headteacher will seek advice and support from the Wrexham Behaviour Support Team.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. It is helpful if parents inform school of any changes or issues that might affect the behaviour of their child in school. This partnership is invaluable in dealing with incidents of inappropriate or negative behaviour.

We explain the Respect Rules in the school prospectus. We expect 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 punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher or Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a complaints process can be implemented.

The role of governors

The governing body has the responsibility of reviewing the Behaviour and Discipline policy and its effectiveness. The governors support the Headteacher and staff 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 may take this into account when making decisions about matters of behaviour.

The governing body has a Pupil Discipline and Exclusions committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the Welsh Assembly Guidance on pupil exclusions – circular 081/2012. We refer to this guidance in any decision to exclude a child from school. The documents can be viewed at:

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<http://wales.gov.uk/docs/dcells/publications/120928/exclusionguideen.pdf>

Further guidance from Wrexham BCC will also be used to support the process.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher will follow the Welsh Government guidance, step by step, and seek advice from the Exclusion Officer at Cardiff Council. In extreme and exceptional circumstances the Headteacher may exclude a child permanently, following consultation with the Local Authority.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Chair of the Pupil Discipline & Exclusions sub-committee of the governing body. The school informs the parents how to make any such appeal.

The school will not carry out informal or unlawful exclusions, for example sending a child home for any period of the day to 'cool off,' without following the procedures required for a formal exclusion.

The Headteacher will inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

When the Pupil Discipline and Exclusions committee meets for an appeal to an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Drug- and alcohol-related incidents

Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker. The parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse may be given a fixed-term exclusion. The police and social services will be informed.

It is the policy of this school that no adult or child should bring any drug, legal or illegal, to school. If any child is found to have or be suffering from the effects of alcohol or other substances, Social Services and the Police will be informed immediately.

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Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he 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 Headteacher records incidents of serious inappropriate or negative behaviour.

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

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that the school abides by statutory guidance and the School Equalities Policy; ensuring that no child is treated unfairly because of protected characteristics. (see Anti-bullying policy)

This policy will be reviewed regularly.

LIST OF ACRONYMS

SEN – Special Educational Needs

ALNCO – Co-ordinator for SEN

IBP – Individual Behaviour Plan

LA – Local Authority (Wrexham BCC)