

# Burry Port Community Primary School

## Pupil Discipline Policy



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Signed: *B Lewis* Chair

Signed: *A J Williams* Headteacher

## **Rationale**

*“We consider the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction.”* p. 99 Elton

A calm, orderly environment is essential if children are to learn most effectively. It is the responsibility of our school to provide that environment in order that children and teachers can make most use of lesson time for the real purpose of education.

This policy provides the framework which will enable an orderly environment to prevail and allow members of the school community to concentrate upon its chief purpose.

It also recognises that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean that the sanctions, stages and rewards are applied appropriately in dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

The importance of taking a multi-agency approach to behaviour management is central.

## **Aims**

This behaviour policy will:

- Identify the roles and responsibilities of members of the school community in relation to encouraging and promoting good behaviour
- Identify the roles and responsibilities of members of the school community in relation to discouraging unwanted behaviour

The chief aims of our approach to behaviour are:

- The maintenance, encouragement and promotion of good behaviour wherever possible
- The promotion and reinforcement of the school’s values for a positive place for learning
- The shared and agreed identification of what we consider to be unacceptable behaviour

- The establishment and shared understanding of class and school rules
- Agreed sanctions where rules are broken
- A firm, consistent approach across the school
- An opportunity at each stage for children to make amends and redeem themselves
- The involvement of parents at an early stage
- A shared understanding of what will happen if...
- The involvement of children – encouraging children to take responsibility for their actions
- The discussion with children in circle time, Philosophy for Children and PSE about the need for rules and the responsibilities we each have to one another
- A readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour
- The use of a multi-agency approach wherever appropriate

### **Promoting Good Behaviour**

It is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour.

These include:

#### ***In class***

- Every KS2 child having their own diary for the collection of merit stamps
- Additional group and class rewards decided by the class teacher in conjunction with the children
- Extra privileges in class e.g. giving additional jobs or responsibilities
- Issuing certificates/ stickers to take home celebrating one-off achievements.

### ***On display***

- The maintenance of wall displays demonstrating work of which children are proud
- Pupil of the week/ Seren yr wythnos displayed in the main hall.

### ***Lunchtime***

- Reward stickers
- Special table (not possible during 2014-15 due to restriction in available space)

### ***Friday celebration assembly***

- Presentation of special certificates/ stickers
- Other children who are to be congratulated for particular achievements, competitions etc.

### ***End of term***

- Gold, silver and bronze certificates.
- Attendance certificates

### ***End of year***

A special 'awards' ceremony to celebrate the achievements of the school, students and staff over the year. The afternoon includes:

- Distribution of record of achievement certificates which summarise the children's achievements during the year
- The announcement of the allocation of special awards for good behavior, attendance, sporting achievement, pupil participation award etc

### ***Other opportunities to celebrate include:***

- Musical evenings and concerts – where children can demonstrate their talents

- Monday morning assemblies – where trophies and certificates received outside of school are acknowledged
- The issuing of swimming certificates and other certificates from sporting activities
- The announcements of the performance of sports teams in website and assemblies

As a Rights Respecting school, we are committed to promoting and upholding children's rights as outlined in the UNCRC( (United Nations Convention on the Rights of the Child). This policy enables children to access and enjoy Article 29 – right to be the best that we can be and article 12 – The right to be heard).

### **Rules and sanctions**

#### ***Whole school Charter:***

It is the responsibility of all members of staff to monitor children's adherence to these. There will be reminders in assembly about the rules, rewards and sanctions.

At Burry Port Primary School we expect all pupils to maintain the values of the school.

To achieve these we expect all pupils to:

- Attend school regularly, on time and ready to learn and take part in school activities.
- Co-operate with the staff and accept the school's rules of conduct.
- Work to the best of my ability, and allow others to do the same.
- Strive to make my parent(s)/ carers(s) and the school proud of me.
- Consider and respect the feelings and property of other people in school and in the wider community.
- Care for the grounds, buildings, furniture, equipment and books provided at school.

#### ***In class***

At the beginning of the school year teachers discuss and invite contributions to class charters. These include how pupils will be expected to:

1. Move around the classroom
2. Take care of their equipment and the school's resources.
3. Treat one another.
4. Approach their learning.
5. Speak to one another.

The class must then agree what the sanctions are to accompany these rules. Sanctions that can be selected from include:

- Withdrawal of a privilege for a limited period of time
- Writing out of school rules, letters of apology
- Child seated in a particular area of the classroom for a defined time
- Missing a break time
- Completing work elsewhere or with someone else

The sanctions can take the form of steps e.g.

**First time** – warning

**Second time** – moved within class

**Third time** – completing work elsewhere

**Fourth time** – miss break

**Fifth time** – miss a privilege

Children should be allowed to move down the steps as well as up. Consideration should also be given to keeping children motivated and not feeling that 'all is lost'. If they reach the ultimate class sanction they then move on the next stage:

### ***Class teacher***

Children who have broken the class rules on several occasions and/ or have broken a major rule by:

- Being involved in systematic bullying
- Being offensive to an adult/ member of staff
- Physically hurting another child intentionally
- Fighting
- Deliberately vandalizing school property
- Verbal abuse including, but not exclusive of, racist, swearing and sexist remarks
- Refusing to work

...should report this to the Headteacher. Together, the class teacher and Headteacher will decide upon the next steps, which could include:

- Sending a letter home
- Requesting meeting with parents
- Setting up an Individual Behaviour Plan (with ALNCo)
- Setting up a Reactive Plan
- Referral to outside agencies, such as behaviour support/ the educational psychologist.

### ***Recording behavioral incidents***

All methods below can be used by all staff, including midday supervisors.

- Logbook to record behavior issues
- Incident book (Located in staff room)
- ABC charts and other strategies as defined in the handbook for behaviour produced by the LEA.

### ***Exclusions***

Exclusion from school is used as a last resort, when other stages appear to have had little impact on the behaviours, or where there is a single serious incident. The latest WG guidance is used for reference.