

At Pennar Community School it is our aim to always foster and encourage positive behaviour. We aim to create an atmosphere whereby children show respect for one another, staff and property.

It is the preferred option of all staff at Pennar Community School to praise pupils and reward their efforts. This policy is intended to be applied for the minority of pupils who do **not** respect the school rules.

A happy environment is conducive to good learning. Children are happy in a safe, caring atmosphere and are therefore more able to achieve their full potential.

We all need to work together as a team to succeed. The partnership will involve children, parents, staff and governors.

Our Aims

- To promote acceptable behaviour and positive attitudes of pupils within school.
- To promote an ethos of hard work, care and commitment, responsibility and self-esteem.
- To encourage good standards of behaviour with a clear code of conduct backed by a balanced combination of rewards and punishments.
- To encourage the implementation of rules fairly and consistently.
- To promote a school environment built on the principles of *respect, fairness and inclusion*.

Guidelines for Teaching Staff – Discipline

The purpose of this document is to give the teaching staff guidance on maintaining good discipline in Pennar Community School so that teaching standards remain high, and all children are taught in a pleasant and safe environment. Teaching and learning are dependent on good discipline. It is important that all measures are perceived to be necessary, fair and consistent.

Disciplinary measures should be proportionate to the incident and follow as soon as possible after the incident. E.g., the loss of a privilege on a Friday for an incident on Monday is inappropriate. Pupils should be encouraged to believe in a 'fresh start' following incidents of poor behaviour, not have punishments prolonged unnecessarily.

The **Behaviour Management Policy** is based on an agreed set of basic principles as follows:

- Whole school VALUES ethos
- Class Code – this is written in agreement with the children and signed by all pupils
- Consistency and fairness
- Promoting good behaviour and positive attitudes
- Mutual respect between pupils and staff
- Promoting self-esteem and confidence
- Providing a framework of security, happiness and contentment
- House Points and individual class reward systems
- Weekly class celebration certificates

- KiVa themed lessons are completed in years 3-6 and Kiva Kids support the running of playground games and activities.
- A traffic light system / 3 step process, eg, Sticky Mud, is used for individual behaviour in all classes
- Marble Jar – a whole class reward system is used throughout the school with an agreed class prize awarded when jar is filled

Discipline In the Classroom

Class teachers are expected to deal with discipline issues for those pupils in their class and to promote consistent application of the discipline policy across the school. Incidents should only be escalated to the FLO or member of the SLT if deemed to be of a serious nature.

The class teacher can instil patterns of behaviour in many basic ways by:

- An adherence to routine is an important aspect of discipline. Children should be familiar and comfortable with the class routine.
- Being punctual in returning to the class at the end of break times and meeting them on their return from the yard if not already leading them in.
- Never leaving the class unattended.
- Organising the class to minimise conflict.
- Organising work to facilitate differentiated tasks allowing all class members to succeed but also be challenged. Work can be differentiated by content and/or pace.
- Scrutinising the movement of children out of class e.g., into the hall for PE, visiting outside areas.
- Only allowing one child at a time to visit the toilet.

All discipline measures discussed or taken must result in the minimum loss of teaching time.

Disciplinary Measures

- Staff have been trained in the principles of Restorative Practice and KiVa, and this has been adopted by the school as a means of addressing poor behaviour in a fair and consistent manner. Pupils involved in an incident may be offered an RP session with an adult during which they will be able to give their version of events and get involved in conflict resolution, including discussions about appropriate sanctions.
- Staff should reprimand in a controlled manner/voice or by look.
- Where classes use a traffic light system, individual pupils to be moved to orange / red (or equivalent in younger classes). Orange within behaviour system will result in a partial loss of break and a red will result in a phone call /parent informed verbally about behaviour and loss of outside play. In classes where a three step system is used (ie The golden leaf) the second and third step will equate to the same.
- Supervised withdrawal to a separate area of the school.
- Individual pupils who frequently misbehave to have their incidents logged under their personal file on Edukey and Teacher Centre for ABC forms.
- Home/school diaries.
- Exclusion from school teams/clubs for a limited time.
- Lunch/break time exclusion for an agreed amount of time.

- Loss of privileges e.g. extra curricular activities. This may also occur because of a 3 strike system. Pupils may receive a "strike" from staff if their behaviour is deemed to be very serious. 3 strikes will result in a pupil missing the next non-curricular event e.g. Llangrannog or Sealyham.
- Fixed term exclusion on an increasing scale if repeated incidents occur.
- Permanent exclusion.

No child should ever be left unattended outside the classroom or at breaktime.

Whilst On Duty

- A timetable of duty rotas available to staff.
- The teachers on duty should be on the playground 10 minutes before school begins (n/a under COVID mitigations) and promptly at the start of break times.
- The teacher on duty will be on duty throughout the break time.
- The duty teacher decides on whether it is indoor or outdoor play or if the children are allowed on the grass.
- A constant check must be made on children who frequently present problems.
- Rough games must be stopped immediately.
- No dangerous activities will be allowed.
- The duty staff member will be responsible for ending breaks at the appropriate time. If a bell system is in operation, indoor staff will ring so that ratios outside are not compromised.
- Teachers should walk to the yard promptly to escort their children into school from their line. LSAs allocated to classes should follow the classes in.
- Walkie –talkies should be taken outside by the staff on duty to ask for assistance if needed without leaving the yard.
- Supply teachers new to the school should not do a duty on their very first day.

Record Keeping

All forms recording incidents of behaviour and meetings / phone calls home about behaviour should be uploaded or logged to Edukey in pupil's files. ABC forms to be completed when necessary on SIMS to record incidents of a physical nature.

KiVa record sheets are available where necessary from a member of the KiVa team, linked to complaints of bullying behaviours. The FLO, class teacher and members of the SLT should be informed of any incidents of bullying.

Behaviour Management

We always deal with challenging behaviour in a positive manner and look for ways to provide inclusive education. We employ a system of behaviour management plans and individual risk assessments with a multi-agency approach. This has successfully led to alternative curriculum provision in some cases within school and off site, including making use of the county's provision at Pupil Referral Units.

Role of Lunchtime Supervisor

These staff have a difficult job to do in maintaining discipline. It is important children regard lunchtime supervisors with the same respect as teachers and that the usual rules apply. These members of staff are valued members of our school team, and we respect their ability to apply the discipline policy fairly and consistently.

- LTS should ensure they have a walkie-talkie whilst on duty to use if needed.
- There is an expectation that minor transgressions will be dealt with by the LTS.
- The LTS should immediately inform the class teacher, FLO or member of the SLT of any **serious** problems that happen at lunch.
- At the end of lunchtime, any incidents should be verbally reported to class teacher and other actions will take place if needed.

Pupil to Adult Relationship

There is an expectation that our pupils behave in an appropriate manner and with respect to all adults.

- ❖ Children will be expected to speak politely.
- ❖ “Please” and “Thank You” are expected.
- ❖ Children should not interrupt the conversations of others.
- ❖ Bad language is unacceptable at any time.
- ❖ An element of trust is necessary in the modern school environment. Pupils may be sent outside the classroom to conduct a task, take messages, go to the toilet or visit the office.
- ❖ Self-discipline and respect for the school’s property and the property of others is essential. We all own the school – it is ours.
- ❖ Pupils have our trust - it is difficult to regain this once broken.
- ❖ We encourage Pennar Community children to be responsible people.

Discipline Guidelines for Parents

Good discipline relies on the close co-operation between parents, pupils, governors and staff. This document will seek to give guidance to parents on their role in maintaining good discipline in Pennar Community School so that educational standards may be raised, and our children are taught in a pleasant and safe environment. Parents and pupils are expected to sign up to the *Home School Agreement* and adhere to the principles laid down within it.

Parents have a major role in contributing to the welfare of their children and the school as a whole. A list of simple measures follows which make a major contribution to the effectiveness of the school:

1. The school day begins at 8.55 a.m. for **all** pupils and those arriving after this time will receive a LATE or UNAUTHORISED mark on the register. Punctuality is important as late arrivals cause disruption and can cause embarrassment to those pupils who walk into class or morning assembly late. It is a bad habit to get into and could set the standard for later in life.
2. Children should attend **regularly**. Any absence should be reported as soon as possible by telephone, email or Parentmail in the morning to explain where the “missing” child is. All unexplained absences will be acted upon with a phone call home. An unexpected absence could result in the child’s mark being an unauthorised absence or further action.

3. Children should **not** leave school early except for medical appointments.
4. PE kit should be worn to school on timetabled days and long hair should be tied back. We ask for your co-operation in ensuring **no** jewellery is worn other than stud earrings. Toys and other valuable objects should not be brought into school.

Open communication is encouraged between parents and staff. Parents are able to contact teachers via email or telephone if they have any concerns. Staff will aim to respond to any grievances within 48 hours of receiving an email or telephone call. The school also has a Family Liaison Officer who can be contacted during the day. Meetings can be arranged at a mutually agreed time if needed.

Procedures

Parents will be informed of both positive and negative behaviours in school. Any negative behaviours parents are informed about will be logged on Edukey as dated evidence of incidents.

The FLO, class teacher or member of the SLT will contact parents of children who show gross disregard for school rules, and where necessary a meeting will be arranged so that the behaviour can be discussed, and ways forward agreed upon.

A consistent approach is vital so that pupils and parents can see the process as being fair. In line with the KiVa programme, a designated KiVa team have a structured process to follow if bullying is reported. Ongoing incidents of bullying will have severe repercussions and repeated transgressions will be dealt with appropriately.

It is hoped that parents will co-operate and assist the school in modifying their child's behaviour, but it will be explained to parents that in serious cases, the ultimate courses of action that can be taken.

BULLYING WILL NOT BE TOLERATED

We are a KiVa trained school. (More information on this can be obtained from Mrs Hinds, Mrs. Gilbert, Mrs Loftus and Mrs Baker - our KiVa Team.)

Bullying is a form of aggression in which someone threatens, teases, taunts, hurts or is unkind over a sustained period of time.

Children should be encouraged to discuss problems of this nature. Offenders can be dealt with as described in this policy. Other measures can also be taken to give a bully less opportunity to hurt others and may include:

- Making sure the bully and victim are not in the same work groups.
- Excluding a bully from extra-curricular work groups.
- Being vigilant, keeping a close eye on the bully.
- Releasing the victim as soon as the bell rings.
- With the parent's permission keep the bully in school at the end of the day while the remainder of the school disperses.

- Ask the parents of the bully to ensure their child is not in school early.
- Discuss bullying issues in circle time.

Exclusions

Exclusions must only be considered in the most serious of situations when all other sanctions have been considered. Serious consideration will be given as to whether a pupil’s behaviour is related to or caused by additional learning needs or a medical condition. If, in light of a risk assessment exclusion is still deemed to be appropriate, then it should proceed.

Please refer to the Welsh Government guidance by copying the address below into your browser.

[School exclusions: guidance for meetings \[HTML\] | GOV.WALES](#)

Date of adoption by GB _____

Signed Head _____

Chair of GB _____

Chair of School Council _____

