

YSGOL GYNRADD GYMUNEDOL



SWISS VALLEY

COMMUNITY PRIMARY SCHOOL

PUPIL DISCIPLINE/BEHAVIOUR POLICY

At Swiss Valley School we feel that excellent behaviour and discipline must exist if children are to learn and teachers to teach effectively. As a staff we strive to create a supportive and calm environment in which the rights and responsibilities of everyone in the school are understood, valued and upheld.

Our approach to behaviour and discipline is positive reinforcing the view that everyone in the school has:

- the right to be respected for who they are
- the right to learn and be taught
- the right to feel safe

We feel that these rights are most likely to be maintained when there are clear rules and that everyone applies them consistently aiming to develop in the individual an understanding of their responsibilities. The Golden Rules are taught regularly to pupils and are displayed prominently throughout the school. These rules have been adapted to cater for the needs of all pupils. Class rules are also taught and displayed prominently in all classes.

The school has several tangible mechanisms for rewarding good behaviour and sanctioning unacceptable behaviour. Each Department has its own systems which reward good behaviour and discourage unacceptable behaviours. E.g. in the Foundation Phase pupils start each day afresh with their names on the Sun; if they act irresponsibly they find their names on the cloud and this leads to a series of sanctions. Pupils are awarded Merit awards on a fortnightly basis and pupils are presented with silver leaves if they help their peers and golden leaves if they help any adults who work in the school. Pupils also contribute to gaining house points for their House team.

In the Juniors a raft of different mechanisms are used to reward good behaviour and sanction unacceptable behaviour. Merit Awards are presented in an Awards/Celebration of Success Assembly at the end of each fortnight, stickers are given for a wide range of reasons by teachers/TAs/Lunch time supervisors. Teachers use a range of different stamps to reward effort and achievement. Red, Amber and Green cards are given to remind children that

they are overstepping the mark and all classes have displays aimed at getting pupils to focus on and check their own behaviours. All staff are encouraged to “catch children at being good” and a raft of incentives are used on a daily basis to reward children- positive re-enforcement. E.g. Marbles in a jar, Premier league points etc. Teachers are encouraged to vary their approach to avoid staleness.

A web-based electronic behaviour dojo system has been introduced in Year 1 and 2 classes. Green dojos are awarded to pupils for being successful at modelling a particular behaviour and red dojos are given if a child has been naughty in some way. Parents are able to see records of their child’s behaviour profile each day. A review will be carried out in the summer term 2021 and a decision will then be taken if the programme is to be rolled out to all classes in September 2021.

FRAMEWORK

- We teach the children how to solve their own problems through discussion, so that they learn how to think things through and talk together until they agree. (Posters are displayed around the school to reinforce methods)
- Through our support we help them to develop the ability to take responsibility for their own actions, and to see the links between their own behaviour and the consequences of their actions.
- We speak assertively to disruptive pupils, using language, which is decisive, firm and clear. We aim to approach discipline in a positive and consistent way.

How?

1. All Pupils. The whole school follows the SEAL programme, i.e the “Social and Emotional Aspects of Learning” scheme of work. This is wave 1 and all pupils are involved.
2. Groups of Pupils. “Thinking Detectives”. A new programme is to be introduced to replace the current arrangement. – as soon as training is available. Currently, small groups of children (no more than 6 – all ages), are firstly identified as needing extra support then they are withdrawn and supported in a small group using SEAL materials. .
3. Individual Pupils. Individuals with more complex emotional needs are withdrawn and are taught using the “Positive Play ” scheme.

GUIDELINES FOR SCHOOL RULES

The school rules are regularly referred to in assemblies and by staff members and are reinforced when appropriate. Copies of the school/ classroom rules are displayed prominently around the school.

These will include the following :-

Learning Rules

These apply to the way we learn and play in the classrooms and outside. They cover things like co-operation, how we get attention or help in the class, behaviour in class etc.

Movement Rules

These apply to the way we move around the class and in the school building as well as how we come to school.

Treatment Rules

These rules apply to the way we treat each other. We will allow no racial or homophobic comments.

Problem Rules

These rules apply to the way we solve problems between each other.

Safety Rules

These cover safe behaviour, use of equipment etc.

E-Safety Rules

These ensure pupil safety whilst using the Internet etc.

Talking and Communicating Rules

These rules apply to the agreed method of communication within the classroom and in the playground, appropriate talking levels, using positive and courteous language.

These link in to our Values Education Culture in the school.

RULES OF THE CLASSROOM

- I must do my best at all times.
- I must endeavour to produce neat work.
- I must not talk whilst working in class, (unless I am encouraged to do so and it is part of the learning activity).
- I must put my hand up when answering questions unless AFL techniques are being used.

- I must not play around in the class.
- I must be courteous and polite to all adults and pupils.
- I must respect other people's belongings and feelings.
- I must keep my classroom neat and tidy.
- I must ensure homework is completed on time.
- I must be punctual.

RULES AT PLAYTIME

- I must walk down the left hand side of the corridor in single file.
- I must be friendly and considerate to all my friends.
- I must treat others as I expect to be treated myself.
- I must keep the yard clean and put all the rubbish in the bin.
- I must line up quietly when the bell sounds.
- I must be outside on the yard during playtimes.
- I must do my best to play fairly on the yard.

POSITIVE RE-ENFORCEMENT

Rewarding good behaviour is addressed in many different ways at Swiss Valley School e.g.: -

- Praise within the classroom situation
- Sun/Cloud system
- Green card system
- Comments in pupils' workbooks and homework books
- Comment in end of year written report
- Pupil to visit Head teacher's office for praise, comments, certificates, stamps etc..

- Praise in morning assemblies
- Certificates and awards to be presented in special fortnightly assemblies
- Consultation with parents - informal
- Consultation during parents' evening
- Rewards including :- Golden Time, extra playtime, extra games, art sessions, lucky dip etc.

CODE OF CONDUCT

All pupils attending Swiss Valley School are expected to follow the "Code of Conduct" and sign up to their own class charters. The principles of which are set out below :

- **To use a good standard of speech.**

We will not accept bad language, answering back or hurtful comments to others. (This, with the use of threats, is a form of bullying)

- **No use of force.**

In our school children are encouraged to sort out disputes without fighting. There are always adults to help in school. It is essential that children remember that "playtimes" are not times for any form of fighting.

Staff who are trained may use force if there is a threat to the safety of others whether it be to another child or member of staff.

- **Acceptance of correction.**

Almost everyone has a "row" sometime in school (often for safety reasons). We expect the children to accept this without sulking or defiance. By the same token, it is imperative that the reason for the admonishment is explained to the child in order that they are able to learn from it.

- **Behaviour in the dining room.**

We expect children to line up properly and to eat their food sensibly. They must also be polite to the canteen staff and the lunchtime supervisors.

- **Behaviour in the classroom.**

Curriculum demands that the children work in groups. Group rules are an intrinsic aspect of our delivery and all children must be clear on the expectations. The onus for this lies with the class teacher.

School is a microcosm of society and we wish to provide our children with the skills necessary to play an active and valued part in society. DISCIPLINE AND SCHOOL RULES.

School rules are kept to a minimum. Children are expected to conduct themselves in a courteous and orderly manner at all times. If the need does arise to correct the individual, the punishment administered for misdemeanour will be reasonable and moderate, as expected by the parent when the child has done wrong. These are necessary for the smooth functioning of the school and, also, for the benefit and safety of the pupils themselves.

Some of the main ones are:-

- Pupils are expected to arrive in school by 9.00 a.m.
- No child is allowed outside the main school boundary without permission between **9.00 a.m. - 3.20 p.m.**
- Chewing gum, sweets and lollipops are not to be eaten during school hours.
- No knives or dangerous instruments / substances are to be brought to school.
- No climbing of walls, fences, railing, gates, drainpipes etc.
- Children should not bring toys or games to school (unless given permission to do so e.g. end of term treat).

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

Our priority is to foster positive behaviour and encourage self-discipline, but there may be occasions when a child's behaviour infringes on the rights of others. In such situations there are a series of procedures, with possible consequences, which are followed:

- the children are taught what is acceptable behaviour and are aware of the consequences of breaking the rules. Similarly, any parent accepting a place at our school is therefore accepting our Code of Conduct and the procedures we have agreed and adopted for responding to inappropriate behaviour. (Parents will have also signed the Home/School Agreement).

Inappropriate Behaviour will be classed into four categories;

abusive behaviour

behaviour which prevents others from learning

dangerous behaviour

racial abuse (Refer to Racial Discrimination Policy)

Each situation that arises is different and will be treated with sensitivity by the staff of the school. Provocation is always taken into consideration and all points of view taken into account. It is the aim of the school to foster a partnership with the parents to help pupils manage anti-social/ behavioural/ emotional difficulties. We are prepared to listen and be flexible in our response.

Ultimately, if pupil continues to violate the rights of others and/or shows no sign of wanting to change, part time attendance or exclusion will be considered.

All allegations of racial abuse are reported to our Head teacher. All allegations are investigated thoroughly and recorded in writing. Sanctions are issued according to the severity of the abuse.

The school rules are regularly referred to in assemblies and are reinforced when appropriate.

Sanctions/Punishments

- **Verbal Warning**
- **Name is placed on the board (Juniors) or on the cloud (Foundation Phase)**
- **Time Out 2 mins, 5 mins, 10 mins (Foundation Phase) 5mins, 10 mins, 15 mins (Juniors)**
- **Pupil is sent to the Head teacher (Head teacher records the incident and gives the pupil a final oral warning)**
- **Parents are informed that a pupil's behaviour is unacceptable**
- **A Home/School Link book is set up and a plan is drawn up between the pupil, parents and teacher**
- **Prevention from going on School visits/Residential Visits**
- **The pupil is referred to the Behaviour Support Team/specialist works with pupil over an agreed period of time**
- **Temporary Exclusion**
- **Period of time at Behavioural Centre (Rhyd Y Gors)**
- **Permanent Exclusion**

CONTRACTS

If a pupil's behaviour is continually intruding upon teaching and learning time or if a pupil has received fixed term exclusion or intervention from the Behaviour Support Team, a pastoral plan will be developed as a part of the teacher/pupil action plan to improve behaviour. A pastoral plan is a behaviour agreement between pupil and teacher and parents/carers and may include targets for the parents/carers as well as the child.

- the contract needs to be agreed by all the parties concerned

- it should identify problem behaviours and focus on one or two at a time for improvement.
- present ways for pupils to achieve appropriate behaviour.

EXCLUSIONS

All exclusions from school, whether they are fixed term or permanent, follow the strict guidelines set down by the LA and the Welsh Assembly Government. It is the final act for the school and is never entered into lightly. The Governing Body is immediately informed of an exclusion as is the LAs Vulnerable Children Officer.

Following an exclusion a plan is put in place to ensure the successful reintegration of a pupil. The school works closely with the Behaviour Support Team and advice is sought at every stage to prevent future exclusions unless they are unavoidable.

Reviewed January 2021

Chair of Governors – Cllr. G. Morgan



Head teacher - Mr. J.C. Morris

