

YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

Aims and Expectations

It is an important 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. This 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.

The school has a number of school rules, but the main aim of the policy is not a system to enforce rules. 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.

This policy aims to help children to 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 co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

Pastoral Care

Each teacher is responsible for the pastoral care of the pupils in his/her class. Each teacher is supported by the teacher in charge of the section as well as the Head Teacher. The school aims to help all pupils to be confident, that they are known well, that their progress is regularly checked and followed with interest, that guidance will be available to them when it is needed and that any difficulties they encounter will be sympathetically handled. The importance of good working habits, attitudes, skills, and of the provision of a happy working atmosphere, is recognised by all the staff. Teachers aim to provide effective support for learning and good behaviour by creating a climate in which pupils feel secure and are aware of their obligations.

The school aims to develop a positive climate based on quiet yet firm insistence on high standards of behaviour. All pupils are expected to behave in a responsible manner both to themselves and others showing consideration and courtesy with respect for other people and property. Parents' support of the school rules listed below is expected:-

- (1) Treat others as you would like to be treated yourself
- (2) Give of your best in all school work and activities
- (3) Always be polite to others

- (4) No running in school or on the paths around the school
- (5) Try to be as helpful as you can to others
- (6) Look after books, instruments and equipment
- (7) Keep the school tidy and free from litter
- (8) Put up your hand to answer or ask a question

Supervision

Good supervision by staff and lunchtime supervisors is an essential element in maintaining discipline and in exercising 'reasonable' care over the pupils. Consistency and communication between all parties are crucial.

A. Teaching Staff

All staff should be in school by 8.50 a.m. The four members of staff on duty should be in the yard at 8.50 a.m. and ready to ring the bell by 9.00 a.m. The other members of staff should be in their classrooms before 8.50 a.m. Staff on duty should ensure that all pupils enter the buildings in an orderly manner.

On wet days, all staff should go to their classrooms by 8.50 a.m. A decision on 'wet play' should be made by the teachers on duty at least 5 minutes before the break and circulated to other members of staff. During the wet play a member of staff will remain with each class.

Break Times:

	Morning	Afternoon
Foundation Phase	10.15 – 10.35	No Break
Key Stage 2	10.35 – 10.55	No Break

- ❖ Pupils should not remain in the classrooms or areas during break times. Those who are ill should be sent to designated area.

B. Lunchtime Supervisors: (Mid Day Break 12.10 – 1.20 p.m.)

Each supervisor has been given responsibility for a Foundation Phase class which they collect and bring to the hall by 12.10 p.m. These classes are brought to the hall in an orderly manner. Some of the supervisors will stay in the hall to serve the F.P. pupils, while the others go out on the yard to supervise the K.S.2 at 12.10 p.m. The supervisors are assisted by three of the Teaching Assistants until 12.40 p.m...

As the F.P. pupils complete their lunch, the supervisors in the hall will go out to assist on the yard. Only two supervisors need to remain in the hall while the KS 2 pupils are having their lunch. It is important that these two supervisors join their colleagues on the yard (or in the classroom during wet play) as soon as possible. They should not remain in the hall to help clear up; their duty is to supervise the pupils. Supervisors should ensure that all children are outside unless they are ill or have been given specific permission to stay in by their teachers. These pupils should be sent to designated rooms. Periodic checks

should be made of toilets, cloakrooms and classrooms in order to ensure that no unauthorised pupils remain inside.

During 'wet lunch time', all supervisors have been allocated classes or areas. They should go to these rooms as soon as possible in order to exercise 'reasonable care' over the pupils. In addition, the teacher on duty will walk around the school in order to ensure good discipline and offer support to the supervisors.

One of the supervisors has been given the title of 'senior supervisor' and she ensures that the others are clear of their duties and responsibilities. They are also informed of the teacher on duty during lunch hour. Serious problems, such as injury or acts of indiscipline, are reported to him/her. Either Helen Terry or Linda Reed (Members of the Admin. team) is also present in the entrance hall during the lunch hour

Organisation and Curriculum

- A. ***Quality of the curriculum:*** The curriculum aims to be broad with a suitable diversity of activities matched to the needs of all pupils. Genuine challenge and excitement, requiring sustained application on the part of pupils, will leave little time for misbehaviour.
- B. ***Grouping of pupils:*** The school recognises the invaluable role that group teaching can contribute to the development of children's learning. Within those groups, pupils deemed 'less able' must not be identified or grouped in ways which damage their self esteem and alienate them from the purpose of schooling.
- C. ***Teaching and learning:*** Lively, stimulating teaching is almost always associated with good behaviour.

The teacher's role in the school involves:

- (1) Nurturing genuine involvement based on an understanding of the concepts underlying the tasks in a given activity.
- (2) Preparing learning material to ensure differentiation within tasks for pupils of different abilities.
- (3) Promoting sustained hard work on the part of the pupils as well as him/her.
- (4) Giving specific help to individual pupils without losing sight of the reactions of the whole group.
- (5) Encourage pupils to contribute ideas.
- (6) Varying the pace of a lesson to keep interest and motivation.

- (7) Using wit and humour, which help pupils to keep interest and motivation.
- D. **Poor behaviour** can, in part, be caused by low expectations and negative attitudes on the part of the teachers. When expectations are positive, pupils perceive them as such and respond to them.
- E. **Record keeping and assessment:** Matching work to children's needs and abilities is enhanced by good record keeping. By careful supportive marking, teachers' corrections to written work carry a clear message for pupils that their efforts are valued and that progress matters.

School Environment

The physical environment provided by the school aims to influence pupils' behaviour. Drab and uninviting classrooms and areas can have a detrimental effect on the morale and behaviour of pupils.

Teachers are expected to make efforts to create an attractive environment for learning by means of:

- (1) Attractive displays of children's work
- (2) Careful use of artefacts
- (3) Adequate and appropriate resources, well organised and available when required
- (4) Uncluttered classrooms, areas and libraries that are kept tidy at all times

Personal and Social Development

The school aims to foster good behaviour not only in the school environment, but also in contexts outside the classroom, e.g.

- (1) Extra-curricular activities
- (2) Educational visits
- (3) Residential courses
- (4) Community activities
- (5) At home

Rewards and Praise

The school aims to lay emphasis on rewards and praise as an approach to maintaining standards. Teachers commend and reward pupils' successes and emphasise their potential rather than focussing on their failures and shortcomings.

A range of other rewards is adopted:

- (1) Public mention and acclaim, e.g. presentation to 'Pupils of the Week' during assembly

- (2) Sent to the Head of Department, Deputy or Head Teacher to receive praise
- (3) Recording achievement in a profile
- (4) Indicating approval when marking children's written work, e.g. smiling faces, stars and grades
- (5) Opportunities for additional responsibilities
- (6) Photocopying a piece of work to take home.

Sanctions

The school recognises the need for sanctions and punishment to register disapproval of unacceptable behaviour and as a last resort to protect the necessary authority of all staff and the stability of the school community. All sanctions should be age related and of the type undertaken by a 'reasonable' parent.

The following is a list of sanctions adopted by the school:

- (1) Rebuke, i.e. reprimanding a pupil for inappropriate behaviour
- (2) Withdrawal of privileges, e.g. not being allowed to go on a school visit or losing a playtime
- (3) Referral to the teacher in charge of the department, Deputy or Head Teacher
- (4) The pupil may be 'kept in' at playtimes up to a maximum of a week with the administering of additional work if appropriate
- (5) Inform parents. This may require the parents coming to school to discuss the problem with the Head Teacher. It is important that the home and the school work together to try and resolve acts of serious indiscipline.
- (6) Power of exclusion.

Peter Evans (15.11.11)