



Ysgol Croes Atti

PUPIL BEHAVIOUR AND DISCIPLINE POLICY

Accepted by the Governing Body

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Our Principles

- We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.
- We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.
- We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.
- We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.
- We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the school personnel and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- appointed a coordinator for behaviour and discipline to work with the Headteacher;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of ensuring the involvement of the School Council in the development, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;

- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- work with the School Councils to create a set of school rules that will encourage good behaviour and respect for others;
- work closely with the link governor and coordinator;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing :
 - pupil attitudes to school and learning
 - the views of pupils, parents, school personnel and governors
 - the number of fixed-period and permanent exclusions
 - incident logs, rewards and sanctions
 - the number of reported cases of bullying
 - strategies to improve behaviour and discipline

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- track pupils through IDPs, ITPs and IBPs
- create links with parents;
- deal with external agencies.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy.

Role of School Personnel

School personnel are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- apply all rewards and sanctions fairly and consistently;
- analyse the concerns from the 'Worry Boxes/Blwch Bwrw Bol';
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and offer solutions to the problem;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Role of the School Councils

The School Councils will be involved in:

- discussing improvements to this policy during the school year.
- reviewing the effectiveness of this policy if required.

Sanctions

The school has a statutory power to discipline pupils for breaches of school rules, failure to follow instructions and/or other unacceptable conduct. All teachers and other staff in charge of pupils have the power to discipline.

Please note that the following list is not exhaustive. Behaviour considered 'unacceptable' may be determined by the Headteacher who will also sanction any behaviour that does not fit into an already listed category and may be brought to the attention of the Governing body where there is a dispute.

In the event of poor behaviour verbal warning by school personnel will be given. If the behaviour persists the following sanctions will be applied:

Example of pupil behaviour	Response	Consequence
Disregard of Welsh ethos Being rude Saying hurtful things to others Making unkind remarks and/or gestures Not listening Interrupting Disregard and/or damage of school property Being disrespectful Not making an effort Playing in the toilets Disobedience to a reasonable instruction	Orange card issued	Stay indoors for one playtime-supervised by the class teacher
Persisting with any one of the above behaviours Foul language and Swearing Hitting, slapping, punching, fighting, kicking, spitting Answering back and ignoring staff Threatening and/or intimidating behaviour to pupil, staff and/or others Answering back, rudeness or aggression to pupils, staff and/or others. Not adhering to Mobile Phone Policy	Red card issued	Stay indoors for an entire day's worth of playtimes-supervised by the class teacher

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (off site visits and residential visits).

Where pupils are seen as posing a threat to themselves or to others their parents will be asked to collect them from school immediately.

If the above sanctions do not lead to an immediate modification in behaviour or multiple red cards are received, and after attempted mediation with the offending pupil by the Headteacher, the following sanctions will be considered:

- Removal from class
- Confiscation of pupils' property as a disciplinary sanction
- Exclusion from a favoured activity;
- Exclusion from the right to represent the school;
- The establishment of a pupil behaviour record or home/school report book;
- A requirement for a written apology;
- A phone call followed by a letter to the parent(s) from the Headteacher;
- A meeting with the parent(s) to agree procedures and other sanctions or,
- As a last resort, exclusion from school – see below.

Where behaviour against another pupil and/or member of staff constitutes a child protection issue, the Safeguarding and Protecting Children policy will be applied. Depending on the nature of the behaviour, the pupil may be temporarily excluded whilst controls are put in place and the issue investigated.

Exclusion

The Head teacher will decide whether to exclude a pupil, for a fixed term or permanently (to be approved by the Governing Body), taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

See Appendix 1

The Head teacher would need to consider the following:

1. Whether the behaviour is in breach of this policy and is it evidenced?

If so, have any other sanctions described in the policy been used and to what effect? Have the parents been consulted about the Headteacher's proposals? Could other sanctions be used as an alternative?

2. Has the school previously supported the child? What impact did this have? Is it evidenced?

Does the child have any recognised behavioural problems? Have reasonable adjustments been made to accommodate the offending pupil (e.g. evidenced through ALN, IEP, IBP, risk assessment). Even if the child does have a recognised behavioural problem, the Head teacher has a duty of care to ALL other children and staff. If the risk to others cannot be controlled, then exclusion may be the only sanction left.

3. Would allowing the child to remain in the school seriously harm the education progress and/or welfare of other children?

Once all other considerations have been made and the answer to this final question is 'Yes', then an exclusion MUST be applied. In this case, the school will follow the local authority guidelines and Exclusion Policy.

Bullying

The school aims to combat bullying through using amongst others, preventative strategies and active development of pupils' social, emotional and behavioural skills. Further information is detailed in the school's anti-bullying policy. Any suspicion by a member of staff or pupil relating to bullying must be followed up immediately.

Pupil Support

A number of pupil support systems are in place such as the Talkabout group that develops pupils' social skills/self esteem. All school personnel work hard to ensure that these systems run smoothly.

Celebration of Good Behaviour

Regular praise and encouragement of good behaviour is an essential part of the school ethos.

Rewards are used throughout the school. They include awards to the whole class, groups and individuals, for example Dojo Points. Pupils are rewarded through prizes and golden time.

Outside Agencies

We have support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist;
- educational welfare officer;
- Behaviour Support Staff at Flintshire Local Authority;
- school health nurse;
- Social Services

Recording

Incidents of bad behaviour are recorded on CPOMS, which can then be used to inform parents if necessary and/or provide evidence of incidents and action taken in the unfortunate case that behaviour leads to discipline and/or exclusion.

Complaints relating to Pupil Behaviour and Discipline

The school has a separate complaints policy in place. Parents are encouraged to raise any concerns relating to pupil behaviour and discipline with a staff member in line with this policy.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus;
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- school events;

- meetings with school personnel;
- communications with home
- information displays in the school.

Training

All school personnel:

- receive training on this policy on induction which specifically covers:
 - Maintaining good order and discipline
 - Safeguarding pupils
 - The use of reasonable force
 - Dealing with bullying
 - Pupils at risk of disaffection
 - Pupil support programmes
- receive periodic training so that they are kept up to date with new information

Headteacher:	Gwyn Jones	Date:	
Chair of Governing Body:		Date:	

Appendix 1

Model letter 5: Permanent exclusion – discipline committee’s decision

From the Clerk of the discipline committee notifying the parent/carer of a permanently excluded learner of the discipline committee’s decision.

Dear **[parent’s/carer’s/learner’s name]**

The meeting of the school governors’ pupil discipline committee at the Ysgol Croes Atti on **[date]** considered the decision by the headteacher to permanently exclude you/your son/daughter **[name of learner]**.

The committee, after carefully considering the representations made and all the available evidence, have decided:

Either

to overturn the exclusion and direct that **[you/name of learner]** are/is reinstated in the school by **[date]**. We therefore expect **[you/name of learner]** to be back in school on **[date]** at **[time]**.

If you wish to discuss **[learner’s name/your]** return to school before reinstatement, please contact **the headteacher** to arrange a convenient time and date.

A copy of this letter will be added to **[learner's name/your]** school record for future reference.

Or

to uphold **[your/name of learner's]** exclusion.

The reasons for the committee's decision are as follows: **[give the reasons in as much detail as possible, explaining how the committee arrived at its decision]**.

You have the right to appeal against this decision. If you wish to appeal, please notify Natalie Roberts, clerk to the Independent Appeal Panel, of your wish to appeal. You must set out the reasons for your appeal in writing, setting out your reasons why you would like to appeal, and if appropriate, you may also include any disability discrimination claim you may wish to make and send them to:

The Clerk to the Appeal Panel

Legal Services

County Hall

Mold

CH7 6NB

natalie.roberts2@flintshire.nwalescls.com

by no later than **[specify the latest date – the seventeenth school day after the date of this letter]**. If you have not lodged an appeal by **[repeat latest date]**, your right to appeal will lapse.

Your appeal would be heard by an independent appeal panel. A **[three-member/five-member]** panel will comprise **[one/two]** serving education practitioner[s] (possibly **[a] headteacher[s]**) **[one/two]** serving or recently serving experienced governor[s]; and one lay member who will be the chair. The appeal panel will rehear all the facts of the case – if you have fresh evidence to present to the panel you may do so. You have a right to be accompanied by a friend or legally represented at the hearing.

The panel must meet no later than the fifteenth school day after the date on which your appeal is lodged. In exceptional circumstances panels may adjourn a hearing until a later date.

The hearing will be conducted in accordance with Welsh Government Guidance, a copy of which is available online at: <https://gov.wales/sites/default/files/publications/2019-11/exclusion-from-schools-pupil-referral-units.pdf>

Please note that the details of this exclusion cannot lawfully be deleted from **[learner's name/your]** educational record even if reinstatement is directed.

I would like to remind you of the following sources of advice and assistance: **[repeat details from the original exclusion letter, i.e. a named LA officer and the Advisory Centre for Education and any other local source of advice or assistance if known]**.

The arrangements currently being made for **[learner's name/your]** education will continue for the time being.

However, new arrangements to provide full-time education for **[learner's name/your]** are being made and **[name of LA officer]** will liaise with you shortly about these new arrangements. If you have any questions about this please contact **[name]**.

Yours sincerely

[name]

Clerk to the discipline committee