

Ysgol Cefn Meiriadog



Behaviour & Assertive Discipline policy 2023

Assertive Discipline

This policy has been prepared by the Head teacher and staff in consultation with the Governing Body and pupils of the school. It contains our approach to discipline at Ysgol Cefn Meiriadog and outlines a number of principles and strategies which serve as a basis for an effective approach to discipline within the school.

The vision for the school is **‘Ignite, Excite, Inspire’** **‘Tanio, Cyfroï, Ysbrydoli’**

These words underpin the whole philosophy of the school and its ethos. Ysgol Cefn Meiriadog is a very happy, caring school as recognised in the Estyn Inspection in 2020:

“Pupils’ wellbeing is at the heart of Ysgol Cefn Meiriadog’s work. Staff place a strong emphasis on creating an inclusive community in a happy environment. They enjoy positive working relationships with pupils, ensuring that they feel cared for and valued. As a result, pupils enjoy coming to school, behave well and have positive attitudes to learning.”

The same inspection report commented that:

“Staff create a safe, happy and caring community that nurtures pupils’ personal, social, spiritual and cultural skills well. The school provides a calm, welcoming environment that has a positive effect on pupils’ wellbeing and behaviour. Staff know the pupils well and respond sensitively to their social and emotional needs. The school promotes the importance of good behaviour, courtesy and respect successfully.”

However, in order to have such high standards of behaviour there needs to be clearly defined rules to which the pupils must adhere. These are contained within the **Assertive Discipline** approach to behaviour adopted by the school. As part of this approach there also needs to be clearly defined rewards, consequences and sanctions which need to be enforced if pupils decide to break these rules.

At the core of our vision is our belief that the key to developing self discipline is to take responsibility and ownership for our own actions. Young children do not always have the ability or experience to make their own decisions as to what is right or wrong, therefore, they need guidance to understand which actions are acceptable and which are not.

We rely on parents to support us when their child has done wrong in school or outside.

Although the children entering Ysgol Cefn Meiriadog are only three, by adopting the Assertive Discipline approach at the school we are providing the pupils with systems and tools that encourage them to take responsibility for their own actions at a very young age. This relates to their behaviour both in and out of the classroom, their attitude to their work and others within the school, their peers and other adults with whom they come into contact.

Aims and expectations

1.1 It is a primary 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. The school behaviour 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, respected, supported, challenged, inspired, cherished and secure.

1.2 The school has several school rules, but the primary aim of the behaviour 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.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 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.

1.6 The school follows an ASSERTIVE DISCIPLINE approach to managing pupil behaviour. 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.

2 PRAISE

2.1 At Ysgol Cefn Meiriadog we use praise and discussion. We praise children for positive behaviour in a variety of ways:

- teachers congratulate children on a daily basis;
- children are praised for following the rules
- the headteacher is visible around the school and continuously praises positive behaviour and actions
- where possible, negative behaviour is ignored, whilst positive behaviour is given the attention instead;
- each week we hold a Celebration Assembly
- postcards are sent home to inform parents of pupil's successes, including positive behaviour
- positive achievements are shared with parents via Seesaw

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3 The school employs a number of sanctions to enforce the rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect pupils to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect pupils to work hard in all activities. If they do not do so, we may ask them to complete a task again
- Where possible *negative behaviour should be ignored* whilst the teacher uses praise for the pupils who are choosing to follow the rules. It is hoped that pupils will learn that they receive attention for good behaviour and not for negative behaviour
- If a pupil is disruptive in class, the teacher reminds him/her of the class rules and talks to the child about which rule they have broken.
- The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher stops the activity and prevents the pupil from taking part for the rest of that session.
- If a pupil threatens, hurts or bullies another pupil, the class teacher records the incident and the child is spoken to. If a child repeatedly acts in a way that disrupts or upsets others, the headteacher will speak to the pupil. If negative behaviour persists, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Serious incidents of negative behaviour will be dealt with by the headteacher, following discussion with the class teacher.

2.4 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

2.5 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. The school has one member of staff who is Timian trained.

Acceptable/ Expected Behaviour

Following consultation with the pupils at Ysgol Cefn Meiriadog the following has been agreed as appropriate/ expected behaviour for the different areas of the school building:

Area of the school	Acceptable/ expected behaviour
Classrooms/ lesson time	Quiet voices Hands up to talk Listen to others when they are talking Tidy up when told Keep hands and feet to ourselves Look after our things and show respect Ask for permission to go to the toilet or to go and get a drink (KS2 children to only leave the class once per session) <u>All</u> children to sit correctly on their chairs No fiddling Be respectful and kind No telling tales/fussing No wandering around when you're not supposed to
Corridor	Walk Quiet voices Be respectful to grown ups – hold doors open, move to the side, use manners Walk on the left
Lunchtimes	Quiet voices Be kind Listen to instructions Classroom expected behaviour applies during lunchtime Children not to come into school building once they have had their lunch unless it is to use the toilet
Playtimes (including line up)	Share toys Don't push in the line Line up as soon as we hear the bell Class teacher dismisses all classes off the yard No rough play All children/ lines to be quiet before entering the school building Any children using inappropriate/ unacceptable language will be asked to go inside immediately

Assemblies	Enter the classroom quietly and remain quiet during the service Don't talk over teachers - Listen Hands up - Don't shout out Sit smartly Carry chair sensibly Children should not have anything in their hands Sit next to those who don't distract Quiet to leave.
Speaking to staff or visitors	Be polite and welcoming Show respect – move to the side, hold doors open, use your manners Be sensible and kind Hands up to answer questions Greet visitors in Welsh

The children are aware, and understand, that should they not follow the above expected behaviours that there will be consequences. These consequences may be as simple as being asked to conform/ to repeat a task/ move seats. Should a child continue to demonstrate unacceptable behaviour then the Headteacher will be told which may then result in loss of playtimes/ awards and will always result in a phone call/ conversation with the child's parents.

3 The role of the class teacher/ Teaching Assistant

3.1 It is the responsibility of the class teacher to ensure that the school rules are understood and followed in their class and that their class behaves in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly and enforces the school rules consistently. The teacher treats all children in their class with kindness, respect and understanding.

3.4 If a child repeatedly displays negative behaviour in class, the class teacher keeps a record of all such incidents.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service, after having spoken to the ALNCo and gained Parental Consent.

3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The Headteacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the headteacher

4.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The headteacher keeps records of all reported serious incidents of negative behaviour or bullying.

4.4 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5 The role of parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.3 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and then the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

6.2 The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

7.1 Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

7.3 The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

7.5 In the event of a fixed term exclusion the governing body has a Pupil Disciplinary and Exclusion committee which is made up of three members of the full Governing Body. This committee will then consider any exclusion appeals on behalf of the governors.

7.6 When an appeals panel meets to consider an exclusion, they will consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

7.7 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

8 Monitoring

8.1 The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of negative behaviour.

8.3 The headteacher must keep a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

8.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors on request about the effectiveness of the policy.

This policy is the governors' responsibility, and they review its effectiveness annually or if the governing body receives recommendations on how the policy might be improved or if the Government introduces new regulations. Reviews are done by examining the school's Incident Record, where incidents are recorded, and by discussion with the head teacher. Governors analyse information for patterns of people, places or groups. They look out for racist bullying, or bullying directed at children with disabilities or special educational needs.

This Policy was reviewed by the Governing Body in March 2023 and will be reviewed in March 2024

Signed: (Chair of Governors)

Date:

Review: Spring Term 2024