



Knelston Primary School

Pupil Discipline & Behaviour Policy



At Knelston Primary School we recognise and celebrate the uniqueness of each child through a programme of learning that promotes challenge and personalised education at all levels. Through this, we encourage creative and critical thinking alongside stimulating and meaningful experiences. We aim to raise aspiration, attainment and achievement through a growth mindset to learning.

The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of our school's ethos and practice. As a rights respecting school we teach about children's rights and model rights and respect in our relationships and practice. We continually aim to provide an inclusive, enabling environment which gives all children a voice and empowers them to achieve.

Our curriculum celebrates the diversity within our school and equips our children with the skills and attributes required to fulfil the four core purposes of the Curriculum for Wales. Our school strives to create a nurturing environment with strong, open and positive partnerships between adults, children and the wider community, that ensures the well-being of all.

At Knelston Primary School we are committed to ensuring the highest possible standards of teaching and learning for all pupils. We believe that in order to accomplish this, we need to provide a positive framework of a whole school behaviour and discipline policy which is developed, reviewed, evaluated, supported and followed by the whole school community. This has our children at the centre of it; however it also includes school-based staff, parents, governors and other friends, professionals and associates of the school.

The policy is based upon the principles and values, which underpin the school, and is integral to the vision for the school. These are to provide the most effective learning opportunities and teaching possible within an ethos where self-respect and respect for others and our environment, and self-discipline are expected, taught and nurtured. As part of our commitment to the principles of inclusion in education, we endeavour to enable all pupils to learn to their full potential and to support their development as ethical, informed citizens within the community.

By implementing such a policy, we aim to provide a happy, safe, friendly and positive environment in which effective learning can take place for all pupils. The policy will:

- promote a positive ethos and environment;
- establish clear expectations shared and understood by the whole school community;
- provide positive recognition for those who work within the shared and articulated rules;
- motivate all pupils using positive approaches;
- provide clear consequences for inappropriate behaviour;
- promote and ensure a consistency of approach by all staff;
- be owned by all members of the school community.

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Values and Aims

We believe that all pupils have the right to effective teaching within a stimulating, exciting, and safe environment. In providing such an environment, great emphasis is placed on the valuing of individuals and the development of trust and respect between all who work together.

At Knelston Primary School we aim to develop positive behaviour through:

- the explicit teaching of appropriate behaviours and skills;
- teaching the necessary skills, attitudes and values through the school curriculum;
- modelling appropriate behaviours, attitudes and values at all times;
- having high expectations of behaviour and actively sharing these with the pupils;
- promoting, encouraging and supporting self-discipline in the pupils;
- encouraging and supporting high self-image and self-worth in all pupils;
- providing a planned range of rewards to encourage and celebrate positive behaviour;
- developing and articulating a hierarchy of sanctions to ensure consistency;
- managing problems, when they occur, in a caring and responsible manner within a planned and shared structure, in order to reduce the impact of the problem on the smooth running of the school and to support improved behaviour of the individuals concerned.

A pro-active approach to the promotion of positive behaviour where the self-discipline and good behaviour of all pupils is encouraged at all times has been adopted at Knelston Primary School.

At Knelston Primary School we will:

1. **Respect** each other and our environment
2. Have the right **attitude** and give our best at all times
3. Be **polite** and **well-mannered** in everything we say and do
4. **Ask for help** if we need it and seek to **help others**

In being proactive about behaviour and making it a positive approach to school life, we hope to ensure problems do not arise in the first place, or are minimised wherever possible. It is recognised that for a small minority of pupils, there is a need for a structure which as well as rewarding positive behaviour, is able to effectively and safely deal with behaviours which cause a concern.

Code of Conduct

All members of the school community, which includes pupils, school-based staff, parents, governors and other friends, professionals and associates of the school, are expected to:

- show respect towards each other;
- show respect for their own, other people's and the school's property;
- behave in a manner which is conducive to supporting the process of teaching and learning at all times;
- remember that physical violence is not acceptable; neither is retaliation;

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- refrain from using foul or abusive language.

If a member of the school community has a grievance against another member of the community, it must be reported to a member of staff, who will refer it to the Head teacher or Deputy Head teacher where appropriate.

This code of conduct has been formulated with the safety of all within the school community in mind, and to enable the school to function efficiently as a place of learning.

Rules, Responsibilities, Code of Conduct, Rewards and Sanctions

In order to provide a shared and articulated structure to support the development of positive behaviour and manage inappropriate behaviour within the school, teacher's work with the children to generate their own class rules at the start of each academic year. The UNCRC underpins all that we do and promote at Knelston Primary School. The school Forest Four champions have an important role in promoting and managing appropriate behaviour particularly at break-times. They supervise younger pupils lining up and walking into school and over-see behaviour in the cloakrooms and corridors. Any inappropriate behaviour is noted and reported to the Headteacher.

Our ultimate aim is for all pupils to 'choose' to behave appropriately showing care and respect for others and the environment.

To support this aim a range of positive strategies are used to actively encourage both academic and non-academic achievements. House Points, verbal praise and recognition during our weekly Celebration Assembly are used to reinforce extra effort or achievement made in a range of areas.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and where necessary, their behaviour. For some pupils with a need for greater levels of support, more individualised reward and monitoring systems are devised to support their behaviour. These are done in collaboration with the pupil and where appropriate, the parents and/or the school ALNCO (Additional Learning Needs Co-ordinator).

Encouraging Respect

In order to encourage respect, a range of strategies is applied on a day-to-day basis. As staff within the school, it is recognised that the implications of how we behave and talk to each other and the pupils are crucial to the development of respect. The use of sarcasm, and negative language used to belittle pupils is strongly disapproved of, and viewed as detrimental to the development of respect.

In turn, the pupils own use of language is closely monitored, and the use of racist language, name-calling and language intended to belittle, hurt or threaten other children is taken seriously.

Every member of staff has the responsibility for promoting and encouraging the positive behaviour of all pupils at all time. In addition to this, each staff member has the more specific responsibility of managing the discipline of his or her teaching group on a day-to-day basis. It

is expected that minor breaches of behaviour will be managed and dealt with in a fair and supportive way by the individual class teacher.

Where behavioural difficulties are identified, parents will be involved at the earliest possible stage through the school's staged referral process, where concerns and progress will be closely monitored by the school ALNCO. (Refer to the school ALN policy)

In the event of serious or continued incidents of inappropriate behaviour, the pupil may be referred to a member of the Senior Management Team (SMT). In more serious cases, or if the problem continues following referral to a member of the SMT, the pupil will be referred to the deputy Head teacher. Similarly, if the behaviour is more serious or continues, the pupil will be referred to the Head Teacher. Normally at this stage, the parents will be contacted and invited to the school to discuss the situation and seek a mutually agreed way forward.

Major breaches of discipline include:

- physical assault
- deliberate damage to property
- stealing
- leaving the school premises without permission
- verbal abuse
- refusal to work
- severe disruptive behaviour in class

Procedures for Dealing with Major Breaches of Discipline

Extreme anti-social behaviour or that representing direct and extreme challenge to the school will be dealt with immediately in the following way:

- a verbal warning by the Head Teacher or deputy Head teacher as to future conduct;
- a letter or phone call to parents informing them of the problem;
- a meeting with parents to discuss the difficulties and concerns and to work together in seeking appropriate action;
- if the problem is severe or recurring the exclusion procedures using the recommendations set out in the LEA guidelines are implemented, after consultation with the Governing Body; The duration of the exclusion will be based on the severity of the problem.

Post-Exclusion

On return to school following exclusion, a post-exclusion plan will be implemented to ensure all staff use a consistent approach in working with the pupil, and to attempt to discourage further reasons for exclusion. The plan will, where possible, be drawn up in conjunction with the parents following the process outlined below:

- on return to school a meeting will be arranged with the Head Teacher, parents and pupil, in order to outline the action plan and expectations;
- a home/school book may be used to keep parents and school informed of progress on a daily basis;

- strategies to minimise the reoccurrence of the behaviour resulting in the exclusion will be implemented and discussed with all staff who come into contact with the pupil, e.g. if the problems are generally occurring in the playground, the amount of time initially spent in the playground will be limited, and built up gradually. Special activities to support the development and acquisition of skills required to play co-operatively may be offered during this time, etc.

Lunchtime Supervision

At lunchtime, supervision is carried out by a team of lunchtime supervisors under the direction of the Head teacher. The lunchtime supervisors are expected to maintain order using the strategies outlined within the policy. Serious incidents of inappropriate behaviour may result in pupils being brought to the attention of the Head teacher or deputy Head teacher, which in turn may result in loss of privileges or playtimes. Parents will be informed in the case of serious incidents or where the pupil repeatedly behaves inappropriately and shows no sign of improvement. Where it is felt that a pupil is behaving in a manner which is detrimental to the smooth running of the school or to the safety of pupils and staff, and is showing no improvement in their behaviour, a pupil may be excluded from the school premises at lunchtimes.

As outlined in the school Code of Conduct, the lunchtime supervisory staff are to be treated with respect at all times. Verbal or physical abuse will not be tolerated.

Parents and School Working Together

As a school, we recognise the importance of active home school links. This partnership is vital in the development and maintenance of positive behaviour. The co-operation of parents is actively sought in encouraging pupils to work within the school and class rules, and their support is appreciated greatly within this partnership.

Parents have the opportunity to discuss all aspects of their child's progress in school (including behaviour) at parent evenings. If a parent has any concerns regarding their own child's behaviour or that of other pupils at the school, they are encouraged to see the class teacher or Head teacher as soon as possible to discuss the concerns and the way forward. In the same way, if a teacher has concerns regarding a pupil's behaviour, the school will contact the parents to discuss them collaboratively and seek to determine any possible reasons and solutions.

Role of the Head teacher

The Head teacher is responsible for the day to day management of discipline within the school. This may include:

- devising and articulating procedures for promoting positive behaviour and dealing with inappropriate behaviour as referred to in the hierarchical referral structure ;
- upholding, enforcing and articulating the school rules and Code of Conduct within the school community;
- meeting with parents to discuss specific incidents of behaviour concerning their child or to discuss aspects of the school policy regarding behaviour when requested;

- meeting with pupils to discuss incidents of inappropriate behaviour following referral via the hierarchical referral structure;
- organising the necessary meetings required following a pupil exclusion;
- organising external staff training where required, to support the development of positive behaviour strategies

Role of the Governors

Governors are responsible for:

- overseeing and managing policy and procedures for promoting positive behaviour and dealing with inappropriate behaviour
- upholding and articulating the school rules and Code of Conduct within the school community;
- attending the necessary meetings required following a pupil exclusion in order to discuss and make decisions regarding the way forward

Role of the Senior Management Team

Members of the SMT are responsible for:

- supporting the day-to-day management of behaviour and discipline within the school;
- upholding, enforcing and articulating the school rules and Code of Conduct within the school community;
- dealing with inappropriate behaviour as referred to following the hierarchical referral structure.

Role of the ALNCO

The ALNCO is responsible for:

- the early identification of pupils with emotional and behavioural difficulties (EBD)
- writing, implementing and reviewing
- liaising with and referrals to the relevant professionals for additional advice/support
- liaising with and co-ordinating meetings and reviews of pupils identified as having emotional and behavioural difficulties;
- providing advice/support/training for staff on strategies to promote positive behaviour and deal with inappropriate behaviour.

Role of the Teaching Staff

All members of teaching staff are responsible for:

- supporting the day-to-day management of behaviour and discipline within the school;
- upholding, enforcing and articulating the school rules and Code of Conduct within the school community;
- dealing with day to day classroom management of behaviour and discipline
- the early identification of pupils with emotional and behavioural difficulties (EBD)

Role of the TA's

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TA's within the school are responsible for:

- upholding and articulating the school rules and Code of Conduct within the school community;
- supporting teaching staff in dealing with day to day classroom management of behaviour and discipline;
- supporting a pupil with EBD, implementing an IBP and providing feedback to staff regarding pupil behaviour.

Role of the Lunchtime Supervisors

Lunchtime Supervisors are responsible for:

- knowing, upholding and articulating the school rules and Code of Conduct within the school community;
- maintaining discipline using the strategies agreed as a school.

Role of the Pupils

Pupils are responsible for:

- knowing and upholding the school rules and Code of Conduct within the school community;
- using appropriate channels e.g. the School Council, etc, to support the development of positive strategies to support behaviour and discipline within the school.

Role of the Parents

Parents can actively support the school in the development and maintenance of positive behaviour by:

- recognising that an effective school policy requires close partnership between parents, pupils and the school
- knowing, upholding and articulating the school rules and Code of Conduct within the school community;
- discussing the school rules with their child, emphasising their support of them and assisting when appropriate with their enforcement
- attending parents' evenings and school functions and by developing positive informal contacts with the school
- recognising that teaching and learning cannot take place without sound discipline
- remembering that staff endeavour to deal with all incidents of behaviour fairly, patiently and positively.

Attendance (See policy on attendance for full details)

At Knelston Primary School, all staff are concerned about each pupil's safety, welfare and the continuity of their learning. As a result of these concerns, we take a pro-active approach to encouraging attendance and discouraging truancy wherever possible. Absences marked in the register are regularly assessed to seek any possible patterns of unauthorised absences, and these are brought to the attention of the Education Welfare Officer.

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Where truancy is suspected, the Headteacher is notified and the parents and the Education Welfare Officer are notified. Parents are encouraged to bring their child to school in order that the reasons for the pupil not wanting to attend can be discussed and a way forward determined.

Bullying

See Anti-Bullying Policy

External Working Links

At Knelston Primary School we value the positive relationships that have been built between the school, community, Local Education Authority and Social Service Departments. In promoting positive behaviour and creating the best possible environment in which teaching and learning for all pupils can take place, we actively work in partnership with:

- Behaviour and Learning support team
- Educational Psychologists
- the Primary Pupil Referral Unit
- LA Teacher Advisors
- Educational and Welfare Officers
- Bishopston Comprehensive School
- Child and Family Health Team
- Child Protection Team
- LA Parent and Pupil Support Unit

Training

In order to ensure all staff have the appropriate skills, knowledge and understanding to successfully support the development of positive behaviour, and deal effectively and in a consistent manner with inappropriate behaviour, a range of training opportunities are made available. These include:

- in-service training led by school based staff;
- in-service training led by outside agencies or consultants;
- centre based training led by the LA for teachers, LSA's and governors;

This policy will be reviewed regularly.

Last review date: October 2023

Signed Headteacher



Signed Chair of Governors



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