

*Be the Best that you can be!
Be independent, creative and persevere!*

Pen-y-Fai Church in Wales Primary School

Behaviour and Discipline

This policy is written because Roxy - Our Rights Respecting Schools
Mascot says that:

"You should not be harmed, you should be looked after and kept
safe"

Article 19

Policy Version Control	
Version Number	2
Date of adoption by Policy Committee	Spring Term 2021
Date for Next Review	Spring Term 2023



We are a Rights Respecting School

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We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is reviewed biannually, made available to all stakeholders and is consistent throughout the school.

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 realise pupils behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

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 have in place a calm room specifically designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

Parents have a duty to ensure their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects'.

We are aware that 'parenting contracts and penalty notices for irregular attendance apply only to pupils of compulsory school age who are registered at a school' but they can also be applied for misbehaviour by pupils outside compulsory school age such as sixth form pupils or pupils at a maintained nursery. While 'penalty notices for parents of pupils found in a public place during school hours after being excluded also apply only to children of compulsory school age who are registered at a school.'

We understand that 'Headteachers and school personnel authorised by them have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item'.

We have decided that the following items are prohibited in this school namely knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette

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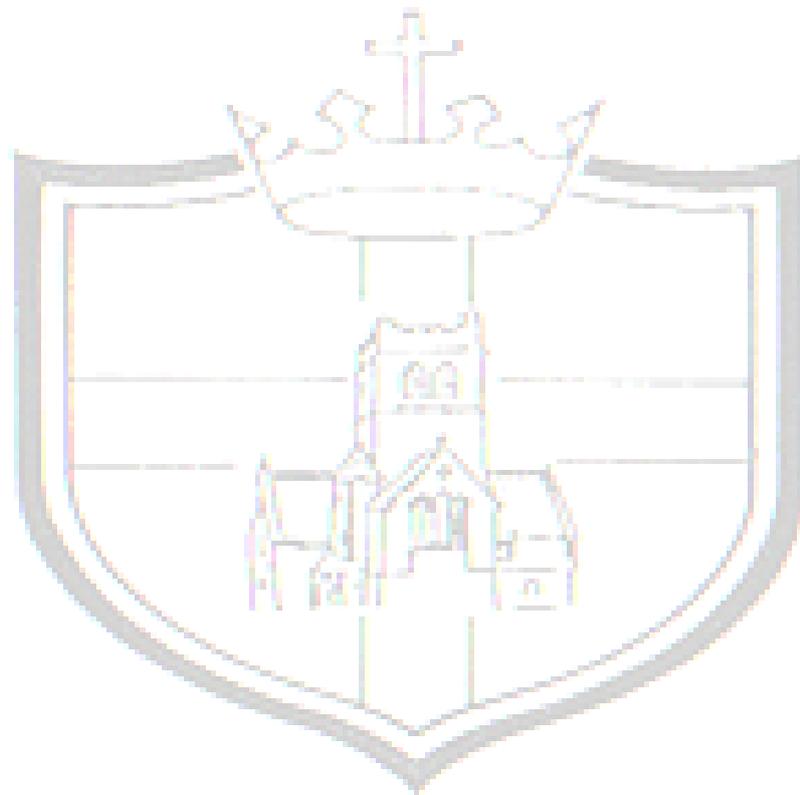
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papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

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Responsibility for the Policy and Procedure

The responsibilities outlined below should be read in conjunction with those expectations contained in the School's Policy Governance and Awareness policy. In addition;

Role of the Governing Body

The Governing Body has:

- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;

Role of the Headteacher

The Headteacher will:

- determine the standard of behaviour that is acceptable to the school;
- promote good behaviour by attempting to forge sound working relationships with everyone involved within the school;
- promote self-discipline and proper regard for authority among pupils;
- work to prevent all forms of bullying among pupils by encouraging good behaviour and respect for others;
- ensure all stakeholders are absolutely clear about the expected standards of pupils behaviour,
- ensure school rules (The Pen-y-Fai Way) are displayed around the school and that all stakeholders know what they are;
- ensure school personnel apply this policy consistently;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- model behaviour that he/she wants to see from school personnel;
- ensure school personnel take individual children to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- with all members of the Senior Leadership Team will:
 - maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
 - ensure pupils move around the school in an orderly manner
 - praise good behaviour
 - celebrate successes
 - ensure school personnel praise good behaviour and work
 - be aware when behavioural problems are escalating from individual pupils
 - have in place clear strategies for pupils who are likely to misbehave
 - ensure school personnel are aware of these strategies and apply them
 - have in place support mechanisms for pupils with behaviour difficulties

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- encourage school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties
- work with pupils to create a set of school rules that will encourage good behaviour and respect for others;
- engage relevant members of the Governing Body when considering the use of parenting contracts:
 - in cases of truancy/poor attendance;
 - when a pupil has consistently misbehaved or has been permanently excluded or excluded for a fixed period;
 - when it is considered that parenting is a factor in the truancy or bad behaviour of a child and where the parent appears to be in need of support.
- monitor the effectiveness of this policy by analysing relevant sources of information, such as :
 - 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 School Personnel

School personnel will:

- maintain consistency in applying this policy throughout the school;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- apply all rewards and sanctions fairly and consistently;
- work with pupils to encourage positive behaviour
- promote self-discipline amongst pupils;
- stay calm and deal appropriately with any unacceptable behaviour;
- apply any behavioural plans of individual pupils;
- ensure support staff are aware of these plans;
- be aware of and understand the additional needs of pupils in their care;
- take individual children when a situation arises to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- proactively contribute to discussions on strategies to improve pupil behaviour and discipline;
- model behaviour that he/she wants to see from pupils;
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school;
- identify problems that may arise and offer solutions to the problem;

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Role of Pupils

Pupils will:

- 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 Pen-y-Fai Way to ensure the smooth running of the school;
- co-sign and abide by the Home School Agreement;
- make suggestions about improving school behaviour;

Role of Parents/Carers

Parents/carers are encouraged to:

- have good relations with the school;
- support good behaviour;
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Exclusion

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

Celebration of Good Behaviour

Good behaviour is celebrated at the weekly achievements assembly. But regular praise and encouragement is part of the school ethos.

Outside Agencies

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

- educational psychologist;
- educational welfare officer;

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- school health nurse and from
- Social Services.

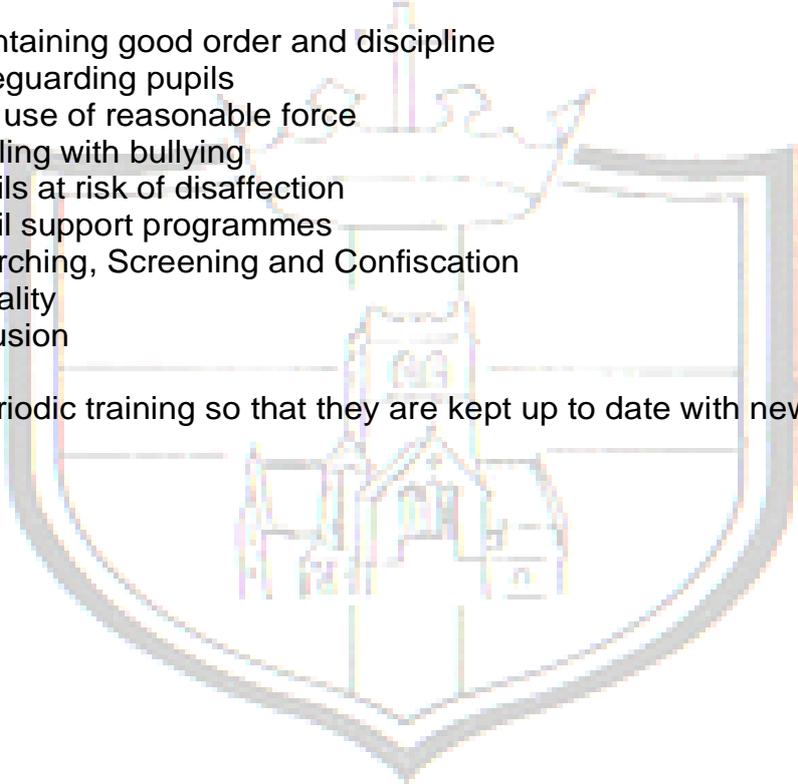
Incidents

- Where deemed necessary, incidents of bad behaviour are recorded on an incident sheet and passed on to the head teacher or other senior leader

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
 - Searching, Screening and Confiscation
 - Equality
 - Inclusion
- receive periodic training so that they are kept up to date with new information



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Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Behaviour and Discipline POLICY				✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																		Conclusion							
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
M STREET	Spring 2021	MATTHEW BATER	Spring 2021

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