



Pupil Discipline

July 2023



Pupil Discipline Review Sheet

Date of Review	Reviewer(s)	Comments
10 th July 2023	Dion Griffiths Dan Dodwell Sue Huyton	Policy Amendments: <ul style="list-style-type: none">• Explanation of abbreviation PSE• Formatting of images and shapes



Pupil Discipline

1. Introduction

“Discipline is needed in a classroom for the security and protection of the rights of all its members. It is necessary that a class runs as smoothly as possible so that all students can benefit from the learning environment.” (Rogers, 1998)

We cannot assume that children come to school socially or academically prepared to face the challenges that school can create and it is therefore necessary for teachers, *“...to invest the time and effort to teach students the behaviour and academic skills necessary for success in school.”* Canter and Canter (2001)

Ysgol Sant Dunawd is committed to the development of the individual child as a caring, considerate, self-disciplined member of the school community and of the wider community. We recognise that all children are individuals entitled to equal opportunity and continued support to enable them to realise their full potential emotionally, socially, morally, physically and academically.

2. Aims

Our key purpose is to ensure the safety and success of all our pupils. In order to teach personal discipline and responsibility, we have in place a range of interventions to support children, develop positive relationships and promote personal self-discipline. Children are responsible and accountable for their own behaviour. Pupils' positive attitudes to learning and conduct in lessons and around the school positively impact on achievement. High expectations of staff and pupils make a positive contribution. Regardless of the starting point of individual children, high standards of behaviour will be expected and promoted consistently by all adults and at all times. At Ysgol Sant Dunawd we know that restorative practice for more challenging behaviour works. We also recognise that low level disruption can be dealt with swiftly and efficiently by refocusing children on their learning.

3. Shared Values

Our shared values are evident in our daily practice. At Ysgol Sant Dunawd everyone will be treated with unconditional respect and has the right to learn free from bullying and harassment (which may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability). All members of staff will hold the highest expectations; modelling the behaviour we expect from the children and ensuring they always give their first attention to best conduct. This also extends to any visitor coming into our



school. Positive and productive relationships with children are central to outstanding behaviour management. Adults take the lead with children who struggle to maintain positive relationships.

At Ysgol Sant Dunawd good behaviour is the expectation and not the exception. We acknowledge good behaviour as our 'default setting' and minimum standard. We promote in our children a sense of self-discipline rather than blind obedience and expect that children behave consistently whilst in school. Adults manage and influence behaviour; children are responsible for the choices they make.

4. Objectives

- To create an ethos of excellent behaviour in school.
- To create a culture of self-discipline – where children know that good behaviour is expected as the norm.
- To ensure that everyone is treated fairly and shown respect.
- To promote good relationships.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To understand that good citizenship is based upon good behaviour.
- To build a school community which values kindness, care, honesty, good humour, good temper, obedience and empathy for others.
- To use good behaviour to promote community cohesion.
- To ensure that excellent behaviour is an expectation for all children.

At all times Ysgol Sant Dunawd will reflect upon and be mindful of aspects of practice that, when effective, contribute to excellent pupil behaviour:

- Sustaining high expectations of the conduct of all children
- Explicitly teaching children how to behave through Personal, Social and Emotional education (PSE).
- Consistent practice with adults establishing and maintaining consistent boundaries
- Promoting personal behaviour management that is rooted in self-discipline and not blind compliance
- Engaging and dynamic teaching and learning
- Support, leadership and training from the SLT and other appropriate agencies
- Classroom management strategies that echo our shared values
- Making children feel important and valued for behaving well while removing attention from those who make poor choices. Catching children doing the right thing.
- Directly teaching behaviour routines, for example coming in and out of the classroom, lining up on the yard, coming in and out of the hall etc.



- Sustained, personalised and where possible discrete staff development and support
- Flexible pupil support systems which meet the needs of individuals and include involvement with other agencies where necessary
- Excellent regular communication with parents to celebrate success and at times ask for support
- Proactively managing pupil transition at all points including Foundation Phase to KS2, between classes at the end of the year and from Primary to Secondary school
- Clarity of procedures and systems organisation and facilities

At Ysgol Sant Dunawd we subscribe to a set of transformative consistencies that permeate our practice and interaction with children:

- We meet and greet
- We give first attention to best conduct
- We follow up incidents
- We teach routines relentlessly
- We control our emotions when dealing with incidents
- We use sanction steps
- We promote self-discipline

5. Systematically Consistent

At Ysgol Sant Dunawd we know the kind of behaviour we want everyone to show. We refer to this as: 'This is how we behave at Ysgol Sant Dunawd'. This approach will be used to ensure consistency throughout the school and to teach and reinforce good behaviour. Our system is simple, equal and fair. We will work in partnership with parents to ensure that they are fully involved in adjusting poor conduct and celebrating successful changes in behaviour.

This is how we behave at Ysgol Sant Dunawd focuses on teaching respect and dignity. This is achieved by promoting the following behaviours at all times by staff and pupils:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property
- We are ready to learn
- We keep ourselves and everyone in school safe



In order to achieve consistency throughout the school and amongst staff we have three key rules which encompass all of the behaviours we expect our children to show:

Ready, Safe and Respectful

6. Positive Reinforcement, Responsibility and Reward

At Ysgol Sant Dunawd we make sure that our pupils' excellent conduct is acknowledged, valued, appreciated and recognised. We anchor good behaviour through a range of reinforcements such as:

- Sincere and timely verbal praise
- Positive recognition through class and school achievement awards
- Hot chocolate with the head
- Stickers and certificates
- Positive notes home
- Positive phone calls home
- Best seats in the house

We have a clear system in school that ensures that all children are aware that making positive choices about behaviour results in positive consequences and acknowledgements.

At Ysgol Sant Dunawd, we know that it is not just what you give but the way in which you give it that counts.

RSVP
Regular, Sincere, Verbal Praise

Positive notes home
to parents and
positive phonecalls

Making the right
choices at
**Ysgol Sant
Dunawd**

Hot chocolate with
the Head

Best seats in the
house

Positive referrals
to show good work
and for good
behaviour

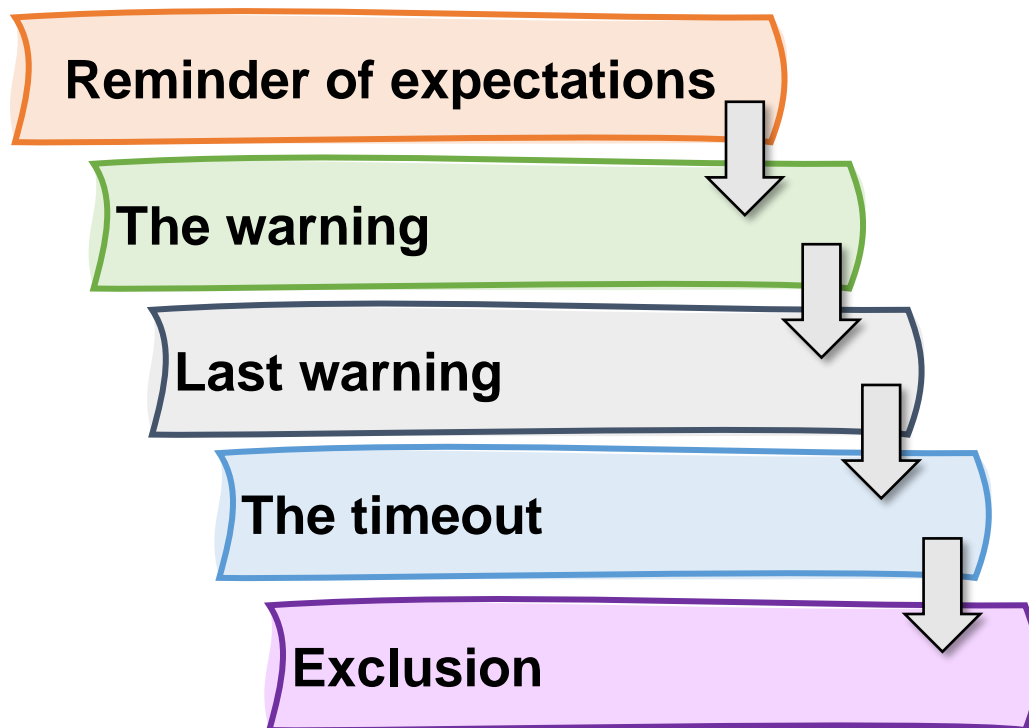


7. Delivering Sanctions with Dignity

Behaviour management begins at classroom level with a positive and proactive approach. This could include:

- redirection
- distraction
- non-verbal strategies
- rule reminders
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings

For the vast majority of our children a gentle reminder of 'Ready, Respectful, Safe' is all that is needed to remind children how we behave at Ysgol Sant Dunawd. Pupils who continue to behave in an unacceptable way must be made aware that they are responsible for their choices. Staff will make it clear to the child which part of 'Ready, Respectful, Safe' they have not followed, and sanctions will be linked to it with a calm approach. It is in nobody's interest to confront poor behaviour with anger. At Ysgol Sant Dunawd adults de-escalate skillfully.



Step One: Reminder of expectations

- The child is reminded of 'Ready, Respectful, Safe'.
- No written record is made of this reminder.
- A number of reminders may be given so long as they result in the child behaving and working in the expected way.

Step Two: The warning

- A clear verbal warning is given privately to the child making them aware of their behaviour and clearly outlining the consequences.
- Children will be reminded of their previous good conduct to remind them that they can make good choices.

Step Three: Last warning

- A clear verbal caution is given to the child in a 1:1 discussion with the adult who makes the child aware of their behaviour and clearly outlines the consequences if the behaviour continues.
- Children will be reminded of their good previous good conduct to prove that they can make good choices.
- This step is recorded by an adult in the classroom on the class tracking sheet which is ONLY completed at the end of each session so as not to negatively impact on learning and teaching in the classroom. Teacher records this in the class log as LW.

Step Four: The time out (internal)

- The child is directed to take a 3-minute egg timer (Foundation Phase) or a 5-minute egg timer (Key Stage 2) to an area in the class. In the case of early years, the child will go to a thinking chair within the setting.
- Work should not be taken to time out - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident.
- At the end of the time out the child returns to their seat and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards - 'Catch-up Learning Time'.
- Teacher records this in the class log as ITO.



Step Four: The time out (external)

- If the child is not ready to return to class, the class teacher can arrange for the child to work in another class for the remainder of the session.
- If the step above is unsuccessful, or if a child refuses to go to time out, a member of SLT will be called to support.
- On returning to class, there will be a follow-up chat to remind the pupil of their previous positive behaviour.
- This step is recorded in the class log as ETO.

Step Five: Exclusion (internal)

- If the above steps are unsuccessful or there is a serious incident that requires a child to be away from their class, an internal exclusion is given.
- The child works in a designated space for the specified time.
- This step is recorded on SIMS by SLT.

Step Five: Exclusion (external)

- Refusal to engage with the above step may result in a fixed term exclusion from school.

Staff should not jump the consequence steps and as a general principle it should not be possible to go 'straight to time out'. Time will be given between assertive interventions for the child to readjust his/her behaviour.

For the vast majority of children a time out provides an opportunity for them to reflect upon their behaviour and to make the changes necessary to bring their behaviour in line with the way that we expect children to behave at Ysgol Sant Dunawd. They are then able to return to class and return to their learning. Adults will always take a moment to repair trust and separate behaviour from the character of the child.

Each new session during the day presents an opportunity for children to have a 'fresh start'. If children are repeatedly reaching high level classroom sanctions, senior leaders will support class teachers to create an individual behaviour plan which will be reviewed termly. Parents/carers will be expected to support this plan at home. Class teachers are responsible for the behaviour plan with the full support of senior leaders.

8. Exceptional Circumstances

We recognise that for serious behaviours that we believe have no place within Ysgol Sant Dunawd or the society outside of school for which we are preparing our children, further sanctions will be necessary. Such behaviours include:



- serious physical assault on any member of our school community
- demonstrating inappropriate sexualised behaviour
- stealing from another person or school equipment
- leaving school grounds without permission
- bullying in any form (see Anti-Bullying Policy)
- throwing objects with the intention to harm or hurt someone
- the use of homophobic or racist language

Any of the incidents above will result in an immediate internal inclusion. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place. Depending upon the severity of the incident, a fixed term exclusion may be given.

Each incident will be treated on individual merit with the final decision being made by the head teacher, and in her absence, the deputy head teacher.

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical intervention in order to keep the child and those around them safe (refer to Restraint Policy).

In extreme cases, if a child is unable to change their behaviour through the help and support given and if they fail to respond to the sanctions issued this may result in the child being excluded from school by the Head teacher in accordance with Local Authority Guidelines.

9. Teaching Behaviour, Respect and Dignity

- All children will be taught to treat others well, through Assemblies, Jigsaw, SEAL, Circle times and within day to day role modelling.
- All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
- Children will be taught to be polite, respectful, well-mannered and have personal discipline through Assemblies, Jigsaw, SEAL, Circle times and through the relentless teaching of behaviour routines (see Appendix 1)
- Positive reinforcers and sanctions will be used consistently and fairly by staff to encourage and promote good behaviour.
- Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Where a member of staff needs further support with a behaviour issue, the school leadership team will not deal with the child remotely but will provide support alongside the staff member and a plan of action will be agreed.



- The class teacher will involve parents at an early stage where a child is experiencing problems with behaviour. SLT will become involved if the problem persists.
- When there is a serious problem with a child's behaviour, the ALNCO and Head teacher will, where appropriate and with the agreement of parents, involve outside agencies for further support.

10. Working with Parents/Carers

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive.

Children who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact.

Parents must take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate, parents will be called in to school to help support the school in the management of their child's behaviour.

11. Working in Partnership

As a school we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as:

- Educational Psychologists
- Primary pupil referral unit
- CAMHS
- Primary Steps
- Speech & Language
- Parenting Team
- Together Achieving Change

12. Outcomes

This policy will promote the excellent ethos of Ysgol Sant Dunawd. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations of the school. It will be used to promote community cohesion.



Appendices

Appendix 1

Relentless Routines

Children need to be taught the expected behaviour for Ysgol Sant Dunawd.

Within our Ready, Respectful, Safe rules there are many routines and expectations which need to be taught relentlessly so that children understand what is meant by Ready, Respectful, Safe in different situations and areas of the school.

- We do as we are asked first time.
- We keep hands, feet and other objects to ourselves.
- We look after our school and each other.
- We walk sensibly and quietly in school.
- We are kind, polite and helpful to everyone.

The classroom rules for younger children are:

- We listen to others talking.
- We follow instructions.
- We are kind to each other.
- We put things back where they belong.
- We talk quietly in the classroom.

The classroom rules for older pupils are:

- We follow directions the first time given.
- We listen carefully when other people are talking.
- We look after our equipment and return it to the correct place.
- We ask the teacher if we need to leave the room.
- We work in a safe and caring way.

Specific rules will relate to:

- General safety in and around school.
- Technology, art, science and cooking areas etc., where special equipment is required and safe working practices are essential.
- Activities such as PE, out of school visits etc.
- Everyday situations such as playtimes, the use of the dining room, school assemblies, use of cloakrooms and toilets etc.



- Entering and leaving school.

The safety rules are:

- Never leave the school premises without an adult, during the school day.
- Stop as soon as you hear a whistle, bell or adult's voice.
- Always follow the adult's directions the first time given.
- Do not go near cars or other vehicles.
- Do not throw sticks, stones or snowballs.
- Walk to your lines sensibly.
- Always tell an adult if you feel frightened or unsafe.
- Always tell an adult if you are hurt.

The playground rules are:

What we must do:

Do be gentle.

Do be kind and helpful.

Do be honest and truthful.

Do be respectful.

Do care for your playground.

What we must not do:

Do not hurt anybody.

Do not hurt people's feelings.

Do not tell lies about yourself or others

Do not damage anything or drop litter.

Do not be cheeky, swear, or call people names.

The dining room rules are:

- Walk into the dining room sensibly.
- Walk quietly to the serving counter.
- Wait quietly for your turn without pushing.
- Always say please and thank you to the cook and lunchtime supervisors.
- Use your knife and fork properly.
- Do not talk when you are eating or drinking.
- Clear away your plate.
- Do not leave the dining room until you are directed to do so by an adult.
- Wait for friends to finish before

