



**Archdeacon John Lewis
Church in Wales VA
Primary School**

Discipline and Behaviour Policy

Scope	This policy applies to all stakeholders of the school
Policy Adopted By	Head Teacher and Governing Body
Signed	<i>L M Forster</i>
Date	Autumn 2024
Date of Review	Autumn 2025

Our Vision

In our Archdeacon family we place children at the heart of everything we do. We endeavour to create a nurturing environment where everyone feels safe, happy, loved and respected through the values of the Christian faith.

loving
hopeful
attentive
learned
curious
faith-filled
generous
eloquent
prophetic
wise
grateful
discerning
intentional
compassionate
truthful
active

Rationale

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, safe and secure.

The school has a number of school rules, but the primary aim of the Pupil Discipline and 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 is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We believe that our children will strive to reach high standards of behaviour. Low expectations will illicit low standards of behaviour. Therefore, we endeavour to maintain high expectations through a consistent and positive behaviour management policy.

As an Anglican school, our focus on Gospel Values permeates our whole school and greatly supports our pupils managing their behaviour. This is enhanced by our RVE provision. We also use a variety of other resources such as; RSE resources (Ten Ten) Philosophy for Children (P.4.C.) and our Christian Values.

Aims

Our aim is to develop a whole school policy that is supported and followed by the whole school community, parents, teachers, support staff, children and governors and is based firmly on Christian Values.

- To promote a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help children, staff and parents have a sense of direction and a feeling of common purpose.

Purpose of the Policy

To enable pupils:

- To develop responsibility for their own behaviour.
- To develop respect for others.
- To encourage and foster positive attitudes.
- To develop a co-operative approach.
- To develop an understanding of the need for responsible behaviour (safety, thoughtfulness etc.)
- To develop an effective range of strategies for dealing with problems.

To enable adults:

- To consistently model high standards of behaviour.
- To encourage and support children to develop in the ways above.
- To consistently follow an agreed format of rewards and sanctions.
- To support each other with the agreed format.
- To provide children with a consistent framework of expectations in their whole career at our school.
- To ensure that opportunities and/or training are given to the children so that they can become more responsible for their own behaviour e.g. In the development of Playground Pals.

Teaching Positive Behaviour

At Archdeacon John Lewis Church in Wales VA Primary School we believe that positive behaviour in children stems from learning the core skills and abilities. These core skills and abilities are: -

Independence and organisation, self-image and self-esteem, motivation, reflection and self-control, attention, perseverance, fairness, co-operation with adults, collaboration with other children, sociability, empathy, honesty, respect for self and others.

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by: -

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for children's behaviour
- Showing empathy and understanding of children
- Listening to children
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to children
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviour
- Teaching RVE/ RSE & our Christian Values.

Code of Conduct

All members of the school community are expected to respect each other.

All children are expected to respect their own and other people's property and to take care of books and equipment.

Children are asked to be well behaved, well-mannered and attentive at all times.

Children should walk and move quietly round school.

If a child has a grievance with another child it must be reported to a member of staff, who will deal with the matter.

Physical violence is not acceptable, neither is retaliation.

Foul and abusive language must not be used.

Everyone, children and staff are expected to be punctual.

Children must not bring sharp, dangerous or valuable instruments into school.

Children should wear the correct uniform, jewellery should not be worn for PE at all – only stud earrings will be allowed at school.

This code of conduct has been put together with the safety and well-being of the children in mind and to enable Archdeacon John Lewis Church in Wales VA Primary School to function efficiently as a place of learning.

All adults in school will be expected to support the school rules.

Rules and Routines.

The school's Behaviour Policy should be reviewed regularly. Whole school rules are negotiated and agreed by the school community. These rules should form the basis of classroom, school and playground ground rules and routines. The School Rules are;

1. Follow instructions the first time they are given.
2. Keep hands, feet and objects to yourself.
3. Please keep noise level down, speak kindly and quietly at all times.
4. Play safely and help others.

Each class should work together to establish their own class rules/charter (age specific), which will allow the classroom to operate effectively within a safe, happy and busy learning environment.

Playground rules should be established in the same way so that the playground is a safe, happy and fair place to be.

Positive Consequences (Rewards)

At Archdeacon John Lewis Church in Wales VA Primary we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following positive rewards: -

- Non-verbal rewards such as a thumbs up sign or a smile
- Praise
- Showing work to another teacher
- Showing work to the Headteacher (Headteacher Award sticker and comment/Seesaw photo)
- Certificates – Seren yr wythnos (awarded by class staff/Christian Values (awarded by peers)
- Seesaw photo and comment to parents
- Telephone calls to parents
- Displaying work

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

Negative Consequences (Sanctions)

In order to discourage children from behaving badly we believe it is important to teach them positive behaviours. If a child misbehaves staff should ask her/him to stop the behaviour and should discuss the incident with all those involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

At Archdeacon John Lewis Church in Wales VA Primary School we do this via a system of logical consequences designed to teach children that there is a consequence to inappropriate behaviour. Such consequences should be linked to the inappropriate behaviour and should be set within the context of the school community. In the following tables we have listed inappropriate behaviours and a range of negative consequences which may be used, as deemed necessary.

Sanctions / Procedures (see Appendix 1 Hierarchy of behaviours)

Exclusions

Fixed Term or Permanent Exclusion is an extreme consequence of bad behaviour and is usually (although not always) imposed when other strategies have been exhausted. It is expected to be rare at our School. In considering exclusion, the Head Teacher will follow the Welsh Government Guidance. In the Head Teacher's absence, the Deputy Head Teacher assumes this role.

A child is at significant risk of exclusion from our School for serious misconduct causing the Head Teacher to believe that allowing the child to remain in the school would seriously harm the education or welfare of the child or of others in the school.

Fixed term exclusions will normally be for 1 – 5 days depending on the seriousness of the incident and the child's previous disciplinary record.

A child may be permanently excluded for one very serious breach of discipline even if their record is good and there have been no previous fixed-term exclusions. Examples of "one-off" unacceptable behaviour justifying such strong action include serious violence or threatening the use of a weapon.

Additional Learning Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour.

They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the CART or Educational Psychologist.

School Rules

We have a number of different rules for different areas within the school. These have been drawn up in consultation with pupils.

Whole School Rules

Playground Rules

Worship Rules

School Trip Rules

Forest School Rules

These codes are all underpinned by the same philosophy of consistent, positive behaviour management. The codes are written and expressed positively (i.e. not using 'No...' as in 'No running and no fighting' but rather 'We walk and we respect each other.').

The rules will be displayed prominently around the school. They are reinforced and referred to regularly, both in worship and as part as everyday school life.

Our Caring Whole School Rules

- We show respect and listen to everyone at our school
- We keep the school environment neat and tidy
- We talk politely and respectfully to everyone at our school
- We eat our dinner quietly, tidily and sensibly
- We walk around our school
- We do as we are asked by the adults at our school

Our Playground Rules

- We play together and look after one another
- We look after all the equipment
- We follow the rules of any game we are playing
- We stay out of the school building unless given permission
- We always tell an adult if we feel frightened or sad
- We play with a range of people and help everyone to feel welcome and included

Our Worship Rules

- We walk quietly and sensibly to the hall
- We sit on our bottoms next to someone we want to and can be sensible with
- We are polite and respectful to everyone
- We keep our hands to ourselves
- We join in with the greeting in Welsh and use sign language, copying an adult if we are unsure
- We sit quietly and listen carefully
- We think about what we are listening to
- We share ideas by putting our hand up
- We clap sensibly until our teachers stop clapping
- We join in with singing songs and reading the words to help us
- We show respect during prayers by being quiet and joining in if we want to make it our prayer
- We leave the hall quietly and sensibly

Our School Trip Rules

- We are polite and respectful to our helpers and the people we meet
- We sit sensibly on the bus, with our seat belts on
- We walk sensibly at all times and cross the road with an adult
- We listen to instructions from our helpers
- We listen attentively and with interest to the “experts” leading the trip/visit
- We stay with our partner and our group
- We respect the wildlife and the environment

Our Forest School Rules

- We are respectful to the plants, trees and wildlife
- We make sure that we can be seen at all times
- We use our voices correctly
- We stay at least 1 metre away from the fire pit unless an adult has asked us to approach it
- We walk sensibly in the area
- We take all our litter away after use and leave the Forest School area as we found it
- We are careful when using the resources and return them back to the storage shed
- We only use sharp tools with adult supervision
- We report any worries or dangers to an adult and Miss Conlon
- We hang up our outdoor clothing properly after each use

Pupil Participation

The School Senedd have played an important part in formulating this policy and will continue to play an important role in communicating and reviewing aspects of this behaviour policy.

Criw Cymraeg play an important part in playing Welsh games Lunchtime, leading games and helping to ensure free time is a happy and inclusive experience for all.

The Healthy Schools Committee are looking at ways to develop play and train a group of children as 'Playground Pals'.

Also, all children have opportunities throughout the school to take part in discussions during RSE, RVE and P4C sessions.

This means that children are able to discuss issues with their peers and an adult enabling resolutions to occur.

Parents

We recognise that an effective whole school Pupil Discipline and Behaviour Policy requires a close partnership between parents, Parents can help by:

- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Attending parent's evenings and developing informal contacts with school.
- Knowing that learning and teaching cannot take place without sound discipline.
- Remember that staff deal with behaviour problems (issues) patiently and positively (and promptly).

Governors

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.

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.

Monitoring

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

The school keeps a record of incidents of misbehaviour using the appropriate proformas (See appendix). The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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

Review of Pupil Discipline and Behaviour Policy

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

