

Gors Community School



Pupil Discipline Policy

Revised:
July 2009

Introduction

At Gors Community 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 includes school-based staff, parents, pupils, 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 teaching and learning opportunities 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 good 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.

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 Gors Community 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-esteem 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 Gors Community School. In doing so, we hope to ensure problems do not arise in the first place, or are minimised wherever possible. However, 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;
- 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, 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, we have developed together with representatives of school staff, pupils, parents and governors, a set of school rules. These have been drawn up to ensure that the rights of all people who work within the school, or visit the school, are upheld. They are reviewed annually and revised accordingly. The school rules are explicitly taught to all pupils during whole school assembly times, and within their class groups. As part of this process, the responsibilities of all members of the school community that are inherent in adhering to the school rules are discussed. The rules are displayed throughout the school for all members of the school

community to see and adhere to, and are referred to in relation to their up keep. A set of the rules are also sent home to all parents in order that they too can actively and effectively support the school in developing positive behaviour of the pupils. These can be found in Appendix (i).

A major aim of the school policy is to encourage pupils to practice good behaviour by operating a system of praise and reward and maintaining high expectations for all pupils. To this end a range of positive strategies are used to actively encourage and reward both academic and non-academic achievements. Incentive stickers are available for everyone and used to reinforce good work or hard efforts made in a range of areas. In addition, each class teacher gives verbal or written praise as often as possible. Those pupils who have made particular progress or effort should make visits to the Head Teacher for a 'special sticker'. Pupil of the Day is a method of staff identifying a pupil a day whose esteem will be raised by positive reinforcement – without them being aware of the process. A note of the pupil chosen each day should be made in teacher's planning so that there is a way of ensuring that every child in the class is made Pupil of the Day on a rota basis. Support staff will need to be made aware of the pupil so that they too may join in raising that child's self esteem. Presentations of 'Pupil of the Week' mugs, celebrating success will be awarded throughout the year during a special assembly time, which is held once a week. As part of this celebration assembly, a pupil from each class is selected to receive a special school mug to reward them for success in an aspect of their school life, whether it be for academic, social or behavioural reasons. After gaining this award the pupils of the week are able to sit on The Golden Table in the dinner hall until they are replaced by the next week's award winners. The pupil is selected by his/her class teacher following discussions with all members of staff concerned with the pupil, e.g. LSA, support teacher, etc.

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 SENCO (Special Educational Needs Co-ordinator).

Systems to Support Appropriate Behaviour

As a school there are many systems in place to support appropriate behaviour and to minimise opportunities for inappropriate behaviour to occur. Key systems include:

- not leaving pupils unattended in classrooms at any time;
- escorting pupils in and out of the school at break times, lunch times and the end of the school day and to different activity bases, e.g. ICT suite, assembly hall, etc.;
- not allowing pupils other than the designated class prefect to move around the school during class times;

- frequent review of class planning and work completed to ensure appropriately stimulating and challenging learning opportunities are on offer;
- a range of games and activities made available at break and lunch times including toy library, etc.
- a range of clubs on offer at lunchtimes, including singing, eco-club etc.

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 teacher has the responsibility for promoting and encouraging the positive behaviour of all pupils at all time. In addition to this, each teacher 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. In addition to school rules, each class has developed rules based upon the maintenance of the rights they perceive as important to their effective learning within their class. These are written positively, displayed within the classroom and referred to regularly in order that they remain of high profile. As with the school rules, the responsibilities of all people within the class are discussed with regard to their role in upholding the rules, and procedures for supporting this are formulated. Class rules are reviewed regularly and formally revised at the start of each school year.

In supporting staff in dealing with inappropriate behaviour, ensuring a consistency of approach and in articulating to pupils the consequences of inappropriate behaviour, we have developed a staged system for dealing with incidents of inappropriate behaviour, based on the severity of the behaviour. These are included in Appendix (ii).

At no time will staff use corporal punishment or hurtful comments in dealing with inappropriate behaviour. An emphasis on de-escalating potential incidents of inappropriate or challenging behaviour will be used wherever possible based on the understanding that providing direct challenge will often inflate and make worse the situation.

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 SENCO. (Refer to the school SEN 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

Incidents of significant inappropriate behaviour are recorded and dated in the discipline book held by each class teacher. These serve not only as an accurate record of what has happened, but also help provide a longer-term picture, enabling any possible patterns to be seen.

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.

In the event of particularly severe incidents of bad behaviour, this procedure may be partially abandoned and arrangements will be made for the pupil to be taken home straight away.

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 and deputy 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.

Breakfast Club

Similar procedures and expectations will prevail at Breakfast Club.

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 the monthly 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
- ensuring IBP's are devised, implemented and reviewed in line with Welsh Assembly Guidelines;

Role of the Deputy Head teacher

The deputy Head teacher is responsible for:

- the day to day management of discipline within the school in conjunction with the Head teacher;
- writing and annually reviewing the school policy for discipline and behaviour;
- 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 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 SENCO

The SENCO is responsible for:

- the early identification of pupils with emotional and behavioural difficulties (EBD)
- writing, implementing and reviewing IBP's
- 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)
- writing, implementing and reviewing IBP's in collaboration with the SENCO where appropriate

Role of the LSA's

LSA'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 and Truancy (See policy on attendance and truancy for full details)

At Gors Community 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. As part of this approach the school has adopted the policy of contacting parents of pupils on the first day of their absence. In doing this, we are able to ascertain the nature of the absence, work in partnership with the parents to encourage attendance, and offer support in the form of work sent home, etc., where appropriate, in addition to discouraging a pupil from truanting. Additionally, 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.

Where truancy is suspected, the **member of staff with responsibility for attendance** 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 (refer to Policy for Anti-Bullying for further details)

At Gors Community School, staff, governors, parents and pupils work together to create a happy and caring learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. It is to this end that the following strategies and procedures are used at Gors Community School:

- all staff watch carefully for early signs of distress in pupils which may be as a result of being bullied;
- allegations of bullying are taken seriously and referred to senior management to be investigated fully;
- Playground Buddies are used to provide peer support for those pupils who feel they are unable to report incidents to an adult, and to report any signs of bullying that they observe directly;
- pupils are made aware of what bullying is, and the sanctions that will be applied to anyone found bullying;
- posters are designed and displayed to discourage bullying by the pupils;
- a bully box is used where pupils are able to post written notes if they feel unable to speak about their problem.

Where incidents of bullying are observed or reported, they are investigated fully in a caring, patient and sensitive manner. This includes:

- discussing the incident thoroughly with the victim;
- identifying the bully – obtain witnesses where possible and inform the Deputy Head teacher / Head teacher;
- discussing the allegations with the bully/bullies

Where it is felt having gathered evidence from all possible sources, that a pupil is being bullied, the following sanctions may be applied to the bully:

- withdrawal from favoured activities;
- loss of playtimes;
- parents are informed;
- exclusion from school in severe cases.

As the behaviour of a bully improves, favoured activities and privileges may be restored, and appropriate behaviour praised. It is important to remember that many incidents of bullying are as a result of the bully's own poor self-esteem, and this needs to be taken into account in the actions which follow finding out a child is guilty of bullying.

Following an incident or alleged incident of bullying, close observation and monitoring of the situation is necessary, with all necessary staff alerted to be vigilant, to ensure no repetition.

External Working Links

At Gors Community School we value the positive relationships that have been built between the school, community, Local Education Authority and Social Service Departments. We recognise the positive benefits that such multi-agency working partnerships bring to the school and work closely with a range of services and professional to ensure the highest possible standards for the pupils attending Gors. 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
- Trehafod Day Unit
- LEA Teacher Advisors
- Educational and Welfare Officers
- Dylan Thomas Comprehensive School
- Child and Family Health Team
- Child Protection Team
- LEA 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 LEA for teachers, LSA's and governors;
- local or national conferences featuring specialist speakers on the subject.

Identification and Assessment of Pupils with Emotional and Behavioural Difficulties

At Gors Community School we aim to identify those pupils with emotional and behavioural difficulties as soon as possible, in order to be able to offer the most appropriate level of support and teaching strategies possible. Regardless of age, when a behavioural problem is first identified, staff must complete the identification proformer in order to bring the difficulty to the attention of the school SENCO and the appropriate action taken. The SENCO, class teacher, pupils and parents will then work cooperatively in setting appropriate targets to be aimed for within a given timescale. If at the end of this timescale a pupil does not appear to be making the expected progress, the plan will be reviewed. If it is felt that concerns for the pupil's progress are growing, the pupil will move on within the staged referral process (see SEN policy) and an IBP (individual behaviour plan) will be drawn up collaboratively. The purpose of the IBP is to focus more clearly and systematically upon the pupil's difficulties and offer a consistent and systematic approach to supporting the pupil. When a pupil has an IBP, all staff that work with the pupil are made aware of the pupil's needs and the strategies to be implemented. It is intended that IBP's will be reviewed after 3-4 weeks in order to evaluate the pupil's progress. If at this stage following the implementation of an IBP and its review, parents or the school are still concerned regarding the progress a pupil appears to be making, the pupil may then be referred to either the Educational Psychologist or LEA Behaviour and Learning Team, in order that more specialised advice and support can be sought and built into future IBP's. For a small minority of pupils who still do not make progress at this stage, and who find behaving in an acceptable manner difficult despite the support of the school, parents and outside specialists, a referral for a Formal Assessment of the pupil's needs may be necessary (see SEN policy).

Appendix I

School Rules

We will:

- be punctual and arrive at school by 8.50a.m.
- only leave the school premises with permission from the Head teacher
- bring a note to school to explain absences
- only enter a classroom when the teacher is present
- arrive promptly to the start of each teaching session
- complete our homework within the allocated time
- be polite and respectful to our friends, teachers and visitors at all times
- not wear jewellery in school (with the exception of small stud or sleeper earrings)
- not eat chewing gum in school
- do our best at all times
- Wear appropriate clothes – NOT denim jeans

Appendix II

Staff roles within staged system for dealing with inappropriate behaviour

Class Teacher

Responsible for:

- dealing with day to day classroom management of behaviour and discipline e.g. uncompleted work, inattentiveness, talking inappropriately, answering back, name calling, squabbling, arguments, etc.;
- day to day incidents arising at playtime and lunchtimes e.g. name calling, squabbling, arguments, etc.

Senior Management Team

The class teacher may refer pupils to a member of the Senior Management Team in the case of:

- persistent inappropriate behaviour in class;
- persistent poor academic performance, e.g. not completing homework or class work, not listening, etc.;
- physical assault on another pupil;
- racial abuse;
- fighting within the school grounds.

All referrals to a member of the SMT to be noted in the discipline log books. Following 3 referrals to the SMT, pupils are to be referred on to the Deputy Head teacher.

Deputy Head teacher

A pupil may be referred to the Deputy Head teacher in the case of:

- follow-on referrals from the SMT members;
- bullying (physical or emotional – see Bullying)
- insolence or disobedience to a member of staff
- refusal to follow direct instructions or to work
- Abusive remarks to staff

All referrals to the Deputy Head teacher to be noted in the discipline log book. Following 3 referrals to the Deputy Head teacher, pupils will be referred on to the Head teacher, and where appropriate, parents will be notified.

Headteacher

A pupil may be referred to the Head teacher in the case of:

- follow-on referral from the Deputy Head teacher, e.g. repeated incidents of fighting or extreme or repeated incidents of bullying, etc.
- physical assault on another pupil resulting in injury;
- physical or offensive behaviour towards a member of staff
- truancy
- extreme anti-social behaviour

On referral to the Head teacher for the behaviours outlined above, parents will be informed or called in to school to discuss the incident and the resulting action to be taken.