



**Sully Primary School**  
**Ysgol Gynradd Sili**

# **Behaviour & Discipline Policy**

**Date of Ratification: October 2019**

**Date of Review: October 2021**

## **Discipline and Behaviour Policy**

Sully Primary School accepts the principle that good behaviour is a necessary condition for effective teaching to take place and seeks to create an environment in the school that encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

### **AIMS**

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy

### **STANDARDS OF BEHAVIOUR**

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

### **SCHOOL ETHOS**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote honesty and courtesy, through example;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all;
- create spaces where children's rights are respected and their well-being nurtured.

### **Equality Act 2010**

In Sully Primary School we believe that everyone is entitled to equality of opportunity, including those with protected characteristics as mentioned in the 2010 Equality Act. Staff practise an equal opportunities philosophy, which is reflected in the ethos of the school as well as in the formal and informal curriculum. In all subjects we strive to avoid direct discrimination, indirect discrimination and discrimination arising from disability. We make reasonable adjustments for disabled pupils. More information can be found in the School's Equalities Policy.

### **CURRICULUM AND LEARNING**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Sully School has a set of clear Golden Rules that are applicable throughout the school. These are to be adhered to during lessons and at break times.

### **Golden Rules**

**Do be gentle, don't hurt anybody.**

**Do be kind and helpful, don't hurt people's feelings**

**Do be honest, don't cover up the truth.**

**DO work hard, don't waste time.**

**Do look after property, don't waste or damage things**

**Do listen to people, don't interrupt.**

Good behaviour, good attitudes and good work should be rewarded, taking into account the ability and level of development of the child. All staff members should be consistent and take a positive approach to discipline. The children need to be made aware of the necessity to accept the authority of the adults in the school. All staff members must accept responsibility for all the children in the school.

### **ROLE OF CHILDREN**

Children will be encouraged to show respect and courtesy to all people. Good behaviour and social skills should be developed from a child's first days. Children should be encouraged to be self-confident, articulate and respectful of other children's opinions.

Care of the property within the school and its environs should be emphasised. This should include care of the buildings, the grounds and the equipment. From the beginning children should, for example, be taught to value pens, pencils, books and other such equipment, to treat the fabric of the building with respect and to place litter in the appropriate containers.

Staff should be consistent and fair. All staff are expected to adhere to the agreed discipline policy.

Teachers should establish a work-centred, well-structure environment in their classrooms. Routines should be established and instructions clearly given. A policy of rewards and sanctions should be used to help foster a desirable school environment.

Teachers should encourage parents to show an active interest in their child's education.

### **REWARDS**

Praise is considered the most important reward. A child may receive praise, a merit point or a sticker from the class teacher, the teacher in an adjoining room or be sent to the headteacher. Special privileges can be given to a well behaved, hard working child such as the reading of a favourite poem or story.

A child who has worked well or shown concern/courtesy may be given one or more merit points up to a maximum of five. On gaining ten merit points a child is rewarded with a gold star. Five gold stars are rewarded with a certificate from the class teacher and ten gold stars are rewarded with a certificate from the headteacher.

Merit points and certificates should be given consistently for good effort on the part of the child.

Each week a child from each class receives a 'Star of the Week' Certificate. The child could be nominated by the class teacher, another teacher, LSA etc. Certificates are presented at children's collective worship. Merit points are added together each week and children are congratulated on Fridays. This gives a child the added incentive of working for others. In addition, children with the most merit points in each house in each class are given the opportunity to use the table tennis equipment at all playtimes.

Children who have been very helpful and supportive of others at lunchtime, including those who have assisted the lunchtime supervisors, will be praised, given stickers or merit points in the playground or in the hall by the lunchtime supervisors.

Parents should be informed of good behaviour. Stickers and certificates can be taken home.

## **SANCTIONS**

Children should be reminded of the school rules and reprimanded with a suitable explanation. The nature of the reprimand should suit the level of the unacceptable behaviour or the frequency of its occurrence. Parents of a child who continues to mis-behave may be asked to meet with the child's class teacher to discuss the situation.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

## **Agreed Procedures for Around the School**

Children should be ready to enter the school building at 8.55am and again at 1.10pm. They should not enter the building before those times unless asked to do so by a teacher. Children who enter the school playground before 8.50am do so at their own (or their parents') risk. When there is heavy rain the doors should be opened at 8.50am. The children should then wait in the project area, the annexe foyer or the corridors in the infant/lower junior department.

When the teacher on duty rings the bell every child must stand still, stop talking and line up. The teachers should meet children in the morning, at playtimes and at lunchtimes. The teacher on duty should wait until all the class teachers have met their respective classes. Teachers must be seen to be supervising the entry and departure of the children. Each class should walk into school when directed. Children should not go to the toilet on the way into school.

Ball games are not allowed on the playground during morning break. In fine weather junior aged children may play ball games in the area of the field designated for the purpose at both playtime and at lunchtime. Play equipment is available at lunchtime at the mid-day supervisors' discretion.

Children should not be in the building unsupervised at playtime or lunchtime unless the mid-day supervisors have been informed. Staff must inform the mid-day supervisor concerned if a child is being collected at lunchtime by his/her parents. Children should not re-enter the school once they have gone out to play.

During wet playtimes and lunchtimes children should remain seated and be provided with activity sheets, colouring activities, word-searches, etc. which should be kept for the purpose in a wet lunchtime box or tray. If it rains suddenly during playtimes or at lunchtime members of staff should go to help the staff on duty until the children are settled.

There is a first aid box in the classroom opposite the upper infant entrance door. This is for the use of adults only.

If a child's behaviour at lunchtime becomes unacceptable to a mid-day supervisor, help should be sought from the deputy headteacher or another member of staff. If this is not possible, the

mid-day supervisor should deal appropriately with the situation and inform the deputy headteacher/headteacher as soon as possible.

No child should run inside the school building as this could be dangerous. Children should walk on the left side of corridors. Children should only wear flat heeled shoes and the only jewellery permitted is a watch and/or small unobtrusive earrings. Jewellery should not be worn for physical education. The children should be advised to leave their earrings at home on physical education days. Children who have not done so should remove their earrings or be given appropriate work to do whilst observing the physical education lesson.

Children should enter and leave collective worship and other whole school gatherings in silence. The teacher on duty should be the first to go to the playground. If a class teacher has to leave the classroom for any reason s/he should tell the teacher next door and remind the children that they should remain in their seats until s/he returns to the room.

Lost property should be placed in the lost property container in the main school corridor unless it is an item of value such as a watch. Valuable items should be handed to the school admin officer/clerk. Children who have lost personal items should check the lost property container first, then check the cloakrooms, playground and toilets before informing the deputy headteacher who will ask all the children in the notices time before collective worship. Children should not interrupt lessons looking for lost property or for the owner of an item of lost property.

Litter, fruit and recycling should be placed in the bins provided. It is the caretaker's responsibility to keep the school grounds free of litter and to empty the bins but children are not expected to make this task more time consuming than it need be. Dogs are not allowed in the school grounds. Parents should be reminded that apart from the obvious hygiene problem some children are nervous of dogs. Chewing gum is not allowed.

Children should be polite to all adults and children alike. Mid-day supervisors must be treated with respect. Children who regularly mis-behave at lunchtime will be asked to go home at lunchtime. Children should open doors for adults and let them go through the doors first as the adult may be on urgent business.

Children should talk quietly in the classrooms and corridors. Shouting should be confined to the playground. Children should be silent during a physical education lesson for reasons of safety. They should not cross the hall during lesson time unless it is raining but should go around the outside of the building. Junior aged children should rarely go to the cloakrooms during lesson time.

**Swearing, biting, kicking, stone throwing, fighting, bullying and racism are not acceptable behaviour. Incidents of this nature are considered very seriously, investigated thoroughly and acted upon appropriately. Incidents of racism are recorded in a Log Book in the headteacher's office and reported to the Local Authority on a termly basis.**