



## **DISCIPLINE AND BEHAVIOUR POLICY**

At Ysgol Gymraeg Nant Gwenlli Discipline is regarded as a system of good behaviour. In our school the agreed aim is to develop self discipline in the pupils thereby creating a climate for an ordered community within our school. A community in which effective learning is able to take place and where there is an agreed mutual respect shown towards all members. The school aims to teach all pupils to be able to differentiate between right and wrong and to teach them to be able to recognize and distinguish between acceptable and unacceptable behaviour.

It is important to remember that it is the behaviour that is unacceptable not the individual child/pupil concerned. Our discipline plan is a means to help our educators to respond confidently and rapidly to unacceptable behaviour in an assertive way, in order to ensure that each individual is treated fairly and in a consistent manner.

### **Rules**

Each area within the school (Foundation Phase/ Key Stage 2) have agreed on age appropriate 5 fundamental rules or class rules that must be kept at all times. These fundamental rules define acceptable behaviour in our school. All the rules have been discussed and agreed with the pupils and also all parents have received a copy of our Assertive Discipline plan which has an agreement pro forma to be returned to the school. The rules are presented in a positive way and they are clearly displayed in each classroom as a constant reminder to all pupils.

### **Rewards**

Positive recognition will be given to all pupils who follow the rules agreed. The rules are considered as the positive element of discipline with emphasis always given on acknowledgement, encouragement and praise. Our aim is to encourage the pupils to choose the correct/acceptable behaviour, raising their self esteem and thereby creating a positive atmosphere both within the classroom and throughout the whole school. Each teaching area will decide and agree on how rewards are given. The pupils themselves will have a positive input to the process, they will be included in decisions regarding possible rewards. They will

also participate by taking ownership of ideas and creating a climate of working in partnership for the benefit of all. In order to work the plan effectively, praise needs to be personal, specific, described and sincere. (Any criticism of poor behaviour should also similarly be presented in a positive way.) Everyone who deserves a reward is given the reward instantly. Pupils will also be able to gain a reward for the whole class, in addition there will be special praise with certificates being awarded. Special assemblies are held to celebrate positive behaviour, the Head teacher will give out certificates to reward positive behaviour – the pupils to be nominated by the class teachers.

### **Pastoral support and advice**

Much of the support and advice will be given informally and all teachers will participate fully in this, not just the child's class teacher. The aim of pastoral support is to prevent poor behaviour rather than respond to negative behaviour with sanctions and punishment. A discussion with parents may help us understand what may be behind certain unacceptable behaviour –we will also take time to listen to the child.

### **Exceptions**

When a pupil chooses not to follow the class/school rules there will be consequences and each class will have a list of (age appropriate consequences.) When incidents of inappropriate or troublesome behaviour occur, teachers must be consistent by responding immediately in an assertive, firm but quiet manner. Pupils need to learn and understand that negative outcomes will follow unacceptable behaviour. Class teachers will keep a written record of any misbehaviour or lack of effort on a pupil's behalf in a "Formative Comments Class File". Repeated incidents of unacceptable behaviour by individuals will be noted in the "Formative Comments Class File" on a separate sheet in order to track frequency of events and identify patterns.

The Behaviour Plan will be explained and taught to the children from a very early age, teachers will be expected to take time to ensure that all pupils understand the rules, the rewards and the consequences. The behaviour plan should be clearly displayed in each class, and should be explained to supply teachers for consistency of approach within the school. A copy of the Behaviour Plan will be sent to parents, they will also be informed of their child's good behaviour as well as any incidents of unacceptable behaviour.

We acknowledge that 90-95% of pupils will **choose** to respond positively to the school's Behaviour Plan by behaving in a responsible way. However, there will be a need for individual behaviour plans for those pupils who have additional behavioural problems, i.e. the remaining 5%-10%.

These plans will be prepared with the support of the school's Additional Educational Needs Co-ordinator and the LEA'S Behaviour Support Service.

