



City and County of Swansea  
Dinas A Sir Abertawe

# WAUNARLWYDD PRIMARY SCHOOL



# Behaviour & Discipline



*"We have the right to learn"*

*"We have the right to stay safe"*

*"We have the right to be treated fairly"*

## **Behaviour/Discipline Policy**

At Waunarlwydd Primary School we firmly believe that standards of good behaviour are of paramount importance from the very moment that children start school. Our aim is that everyone will act with courtesy and consideration to others at all times. We have high expectations of standards of behaviour from everyone within our school. Adherence to the guidelines contained within this policy will help us achieve that aim.

As a Rights Respecting School we adhere to the principles of collective responsibility for the well-being of everyone. Quality relationships underpin this belief and the successful modelling of interaction, which is kind, considerate and productive is a shared whole school commitment.

Together we endeavour to build a community where everyone feels safe, valued and well-cared for.

Supportive relationships crafted from good behaviour are the bedrock of all our plans.

### **General Aims**

- \* To ensure the rights of the child remain central, directing our core beliefs and plans.
- \* To ensure the safety and well-being of **all** pupils, members of staff and general public.
- \* To respect and care for each other and our school environment.
- \* To provide a secure learning environment where good quality interactive learning can be achieved.
- \* To make children aware that their choices and actions have consequences, and that they must take responsibility and be accountable for these actions.
- \* To allow pupils opportunities to develop and demonstrate positive abilities and attitudes.

To achieve our aims, our Policy includes a Code of Conduct for pupils and an Outline of Good Practice for staff in promoting good behaviour.

Our pupils need to know our expectations for their behaviour. Staff need to have a consistent view and need to communicate our expectations to pupils regularly. Whole school sharing assemblies will be an opportunity to celebrate good behaviour and also share with pupils' disappointment when expectations have not been met.

The Code of Conduct that pupils need to know and understand is outlined as follows:-

### **Children's Code of Conduct**

The one rule for all of us in school is:-

**Everyone will act with courtesy and consideration to others at all times.  
This means that:**

- ❖ **You always try to understand other people's point of view.**
- ❖ **You never act in such a way as to endanger the safety and/or well-being of others.**
- ❖ **In class, you make it as easy as possible for everyone to learn and for the teacher to teach.** (This means arriving on time, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times).
- ❖ **You move gently and quietly about school.** (This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things). In crowded areas, **please keep to one side.**
- ❖ **You always speak politely to everyone** (even if you feel bad tempered!) and use a low voice. (Shouting is **always** discourteous).
- ❖ **You are silent** whenever you are required to be.
- ❖ **You keep the school clean and tidy** so that it is a welcoming place we can all be proud of. (This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care of the displays, particularly of other people's work).
- ❖ **Out of school**, walking locally or with a school group, you always remember that the school's reputation depends on the way you behave.
- ❖ **In the playground**, make sure that everyone can enjoy the playground. This means no ball games outside designated areas, or games that employ rough play.
- ❖ **Lunchtime** - good manners are always encouraged. (Look at Lunch-time Rules).

The features outlined above are supported by class charters which are devised by individual classes with their teachers.

## **Classroom Expectations - Pupils**

Classrooms (including hall, khyva and learning pod) are your places of work. Wherever you are, there need to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

### **Start of Day**

- \* When bell rings, line up quietly.
- \* Enter school sensibly and safely.
- \* Take off and hang up coats and bags (**place coat and bag in your box**).
- \* Remain quiet during the register (except when your name is called!)

### **During Lessons**

- \* When your teacher talks to the whole class, listen and concentrate.
- \* Pupils need to be learning ready, making sure they have the items / resources needed
- \* You are expected to work co-operatively with your classmates: do not distract, respect their right to learn.
- \* Homework should be undertaken regularly
- \* You may drink water as you wish but chewing gum and sweets are not allowed.
- \* Don't bring toys to school except for designated activities
- \* Offensive weapons such as knives or blades, or any other items which may pose a danger to others, are not allowed.
- \* You must not leave school unaccompanied during the school day. If you have an appointment, you must be collected from the office by a parent.

### **End of Day**

- \* Everyone must help to tidy the classroom.
- \* You should not begin to pack away or put on outdoor wear until your teacher tells you to do so.
- \* Only when your teacher finally tells you to go may you leave the class.
- \* Foundation Phase children must be met by an adult.
- \* KS2 children must leave the school premises promptly.

### **Finally, but most importantly:**

Teachers, and any adults who work in the school are in the position of parents/guardians while you are in school. This means in particular that:

- \* There is no excuse for rudeness or disrespect towards adults.
- \* Any reasonable request from an adult should be carried out quickly

## **An Outline of Good Practice for Promoting Good Behaviour**

### **Informal Contact**

All informal contact contributes to standards of behaviour. Behaviour can be influenced by taking the initiative at every opportunity.

**Expect to:**

- \* start the dialogue
- \* greet pupils (N.B. bilingualism)
- \* deal with all misbehaviour - to ignore it is to perpetuate it!
- \* set high standards of speech, manner and dress
- \* enjoy relating to pupils

**In the Classroom**

Create and sustain a positive, supportive and secure stimulating environment. Well prepared activities generate good behaviour and earn respect.

**Expect to:**

- \* arrive before the class and begin on time
- \* be prepared for the lesson

**The self esteem of a child is important. Avoid:-**

- \* humiliating
- \* shouting
- \* over-reacting
- \* blanket punishments
- \* over-punishment
- \* sarcasm

Please never leave pupils outside rooms. The "problem" needs a solution not complicating. Seek help if you need it.

**Do all you can to:**

- \* use humour
- \* keep calm
- \* listen
- \* be positive and build relationships
- \* know your pupils as individuals
- \* carry out any threats you have to make
- \* be consistent

**Maintaining Discipline**

Insist on acceptable standards of behaviour, work and respect.

**Expect to:-**

- \* apply school rules uniformly
- \* work to agreed procedures
- \* encourage school uniform
- \* follow up problems to their conclusion

The majority of pupils conform and are co-operative. Deal immediately with the few who present problems.

- \* Establish your authority firmly, calmly and fairly
- \* separate the problem from the person

Don't hesitate to ask for help and advice. Keep headteacher informed of any issues that might need support.

### **Addressing of Problems:-**

- \* reprimand
- \* change of seat
- \* repeat of work
- \* withdrawal of privilege
- \* additional work
- \* rewards
- \* referral to headteacher/deputy headteacher
- \* contact parents
- \* home / school links books
- \* IEP (behaviour)
- \* Reactive Plan
- \* Referral for Behaviour Support & Assessment

### **Emergencies:-**

In an emergency, your priority is the safety of the child. Escort the offender to the most accessible senior member of staff. If the class cannot be left, send a reliable pupil with a message to a senior member of staff.

Staff are advised to keep a safe distance from aggressive pupils.

### **Respecting the Environment**

Our reputation for cleanliness, attractive rooms and well kept grounds is essential for our success. Maintain high quality in our surroundings, in general spaces and in the classrooms. The visual impact should always be attractive and stimulating. Litter, damage and graffiti have no place here. Accept only the highest standards of cleanliness.

### **Encourage Pride in the School:-**

- \* keep a well organised, tidy room
- \* encourage tidiness amongst children
- \* leave desks and chairs in place
- \* deal firmly with offenders
- \* enforce the ban on chewing gum/sweets
- \* keep displays fresh and attractive
- \* keep your desk, shelves and cupboards tidy
- \* insist on litter free buildings and site
- \* deal with offenders: to ignore is to condone
- \* report damage immediately

Problems are normal where pupils are learning and testing the boundaries of acceptable behaviour. Our success is tested not by the absence of problems but by the way we deal with them. Everyone at school is here for a purpose, good relationships between everyone, at every level, are vital.

This policy was adopted by the Governing Body on 6<sup>th</sup> July 2022.

*R. Davies (Head Teacher)*

*R. Soproniuk (Chair of Governors)*

