

POLISI YMDDYGIAD

Ysgol Tryfan



Llofnodwyd ar ran Cadeirydd y Llywodraethwyr:
Signed on behalf of the Chair of Governors:



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Introduction

At Ysgol Tryfan, discipline is based on a behaviour strategy that encourages positive attitudes towards behaviour. The policy's success is based on praise and rewards. Children make decisions about their own behaviour based on rules, rewards and consequences. Good behaviour is a vital part of school life as it permits and promotes learning and successful interpersonal relationships.

Unacceptable behaviour and breaches of discipline rules should not be allowed to interfere with the right of other children to learn and progress. Every member of staff, every pupil and every parent should be aware of, involved in, and supportive of the School's Behaviour and Discipline Policy in order for it to succeed. The help and support of parents is essential. All members of staff have a responsibility to maintain this policy at all times.

1. Aims

The aim of our behaviour and discipline policy is to:

- Make the school an interesting, enjoyable, safe, secure and caring environment for children's learning.
- Provide structure in which children, adults and parents know what is expected of them and what strategies are provided for rewarding good behaviour and to deal with behaviour problems (or "adults and parents aware of what is expected of them and what structures that are provided for rewarding good behaviour and the **consequences** of unacceptable behaviour").
- Encourage all children to care and look after each other.

We will work towards achieving these aims by:

- Developing and fostering mutual support between adults and children, children and children, and adults and adults.
- Building self-esteem and self-worth by praising and rewarding good behaviour and developing positive attitudes.
- Providing effective discipline for effective learning.
- Providing strategies to promote self-control and expecting children to take responsibility for their own actions and try to see the consequences of their actions.
- Providing help and support when needed for any child who finds difficulty in managing their own behaviour.
- Taking account of any disabilities or emotional developmental delays of children or adults in the school.

2. Standards of Behaviour Expected at School

Children are expected:

- to show respect towards each other, staff and visitors
- to respect each other's property and take care of the school building and equipment
- to be well-behaved and attentive in class
- to walk (not run) when moving around the school
- to avoid violence and retaliation
- to use courteous and decent language
- not to bring sharp or dangerous implements, electrical equipment, jewellery or toys to school

A departure from these standards of behaviour may be dealt with under this Policy as a breach of discipline.

3. Bullying

Bullying is a serious breach of the Standards of Behaviour and is a disciplinary offence. The school attaches particular importance to identifying and preventing bullying in school, dealing with it effectively if it occurs, and educating children that it will not be tolerated. The School therefore has a separate Anti-Bullying Policy covering these issues.

4. Behaviour Outside the School Context

Children's behaviour outside school, on school business, such as school trips or sports fixtures, may be dealt with under this Policy as if it had taken place in school. (Children will be reminded that while wearing school uniform with the school logo they are representing the school and should behave accordingly).

5. Staff Responsibility

It is important for all staff maintain the school discipline message not only by what they say but also by what they do. Good behaviour and school discipline should be consistently promoted by:

- Accepting responsibility for pupil behaviour outside as well as inside the classroom and building
- Accepting responsibility for all pupils, not just those in their class.
- Sharing problems and successful strategies for dealing with individuals.
- Pursuing common standards of discipline.
- Always informing the Head of Year or a member of the Senior Leadership Team about incidents or problems with a child by using the correct communication systems (ClassCharts).
- Regularly informing parents through the use of communication systems (ClassCharts).
- **Modelling** positive behaviour (e.g. emotional regulation, empathy, etc.) and courteous and respectful communication.

The actions, words and behaviour of all staff send important signals. They speak louder than any rule, punishment or reward about what the actual standards of discipline and ethos of the school are.

6. Pupil Participation

All pupils are given the opportunity to participate in discussion time with school council members and also in discussions during Health and Wellbeing lessons. This means children can discuss things with their peers and an adult. This also gives children the opportunity to discuss their feelings. General matters about discipline and behaviour can be raised by children with the School Council and thus brought to the attention of staff and the Governing Body.

7. Partnership with Parents

Co-operation and partnership with parents is essential to the success of this policy. Parents will be informed of serious misbehaviour by their children in order to be part of resolving any difficulties. The first point of contact between parents and the school is usually the Head of Year, or another member of the welfare and inclusion team. If the misbehaviour continues, parents are invited to discuss the matter with the Head of Year, Head of Inclusion, a member of the Inclusion team, or the Deputy. The Deputy Headteacher may wish to arrange a Behaviour Plan or Pastoral Care Plan with parents, or other strategies (e.g. a period working on personal behaviour targets or the opportunity to access appropriate interventions within the school). In more serious cases, external agencies will be contacted for support or advice and multi-agency meetings will be arranged as needed. The School operates in a graduated manner when responding to increasing concern about an individual's behaviour. Further information about the graduated response can be found in the document "Promoting Good Behaviour."

8. Behaviour Management and Discipline Action Steps

At our school, we show children that we care enough about them to let them know that good behaviour is approved and rewarded, and also that poor behaviour is unacceptable. We teach them that there are real consequences for both good and unacceptable behaviour alike. We make children aware of the Behaviour Standards expected of them. In addition, within each class, children will have agreed on classroom rules and expectations and be aware of the consequences of breaking them.

8.1 Positive Recognition and Reinforcement of Good Behaviour

Individual positive recognition will include:

- Praise
- Conversations with the Form Tutor
- Commendation points awarded on the ClassCharts programme
- Incremental rewards based on the number of positive points
- Award certificate at an end-of-term ceremony

8.2 Praising Good Behaviour

We believe that praise and encouragement are the most powerful reward. A child who feels valued by an adult in a community that is meaningful to them will grow in confidence and in their desire to succeed. The school operates an approval scheme with categories of positive actions earning a variety of positive points on ClassCharts for pupils. The categories can refer to achievement outside the school day, academic achievement, success in sport, success in music, for courtesy and use of the Welsh language.

The school will operate in accordance with Growth Mindset principles and continue to praise pupils in appropriate situations such as recognition in school assemblies, in school reports, notes on ClassCharts and celebrations of achievement at the end of school term.

8.3 Responding to Unacceptable Behaviour

The appropriate response to unacceptable behaviour will depend on a number of factors including the age of the children involved, their emotional development, their past behaviour, their relationship with other children and (often) the need for a prompt response to the incident. The Class Teacher, Head of Year and the Senior Leadership Team have a wide choice of how to respond to any incident, but (when establishing what happened and deciding on consequences) they will always seek to be fair to the child/children and others involved.

If the unacceptable behaviour is difficult and persistent, the school will draw up a Pastoral Support Plan (PSP). This plan will be carefully designed jointly with the family and the pupil, to meet the pupil's behavioural needs, and will include strategies to be followed by the pupil, parents and school staff.

8.4 Classroom Management

Teachers are responsible for drawing up class rules and expectations with their children.

Class Teacher – Action Steps

Actions for unacceptable behaviour (considering emotional age and character and the teacher's knowledge of the child) may include:

1. Discussion with the pupil about their behaviour and time to reflect
2. Tactical Ignoring
3. Moving the pupil to another location in the classroom
4. Moving the pupil to work in an adjacent classroom under the supervision of the Head of Department
5. "5 minutes," if applicable (see below)
6. Implementing the 3-warning procedure
7. Recording Points on ClassCharts
8. Recording a Sanction on ClassCharts
9. The Red Call

If these responses appear inadequate, the Class Teacher should refer the matter to the Head of Department. If the challenging behaviour continues, the Head of Department and the Class Teacher should refer the matter to the Head of Year.

8.5 '5-Minute Card'

Some pupils are in possession of a "5-Minute Card." If an incident occurs during a lesson (and the pupil has a 5-minute card), the Class Teacher may choose to give the child a "break." The pupil may also request a "break." This means sending the child to the Hafan/Noddfa to calm down, where they will sit away from other children in order to have time to think, consider their situation or calm down. When they feel ready, they can return to their own classroom after having a conversation with the inclusion staff.

8.6 The Red Call

When a situation has deteriorated in a lesson where the support of a member of the Senior Leadership Team is needed, a staff member must do 2 things:

- Press the "Red Call" button on ClassCharts
- Phone the Main Office on either 54501 or 54502

This may be for the following reasons:

1. Abuse of a staff member (behaving threateningly, swearing at a staff member, throwing an object at staff)
2. Racist language
3. Homophobic language
4. Fighting
5. Extreme threatening of a pupil (e.g. very aggressive language towards others)
6. Dangerous behaviour
7. Disruption that prevents a teacher from being able to continue the lesson safely (e.g. continuing to disrupt after receiving warnings)

See the "Red Call" document for more details about this procedure.

9. Graduated Response Action Steps (See the Promoting Good Behaviour document for further details)

In the event of persistent or serious unacceptable behaviour, the Head of Department will deal with the matter. A Class Teacher may refer a child to the Head of Department at any time. Children should only be sent to the Head of Department when the strategies outlined above have been applied but have not been successful, or when the incident is serious enough to warrant the immediate attention and action of the Head of Department.

The **Head of Department** has a wide range of appropriate actions to choose from. Examples of Head of Department action steps would be:

1. Meeting with the Class Teacher and the child to discuss the problems and behaviour to date.
2. Giving the child time to reflect on their behaviour and discuss.
3. Contacting a parent by phone call.
4. Setting a sanction such as a lunchtime detention.
5. Contacting the Head of Year if the unacceptable behaviour continues.

The **Head of Year** has a broader range of appropriate actions to choose from. **This is STEP 1 and STEP 1A** of the school's Graduated Response. Examples of Head of Year action steps would be:

1. Meeting with the Class Teacher/Head of Department and the child to discuss the problems and behaviour to date.
2. Giving the child time to reflect on their behaviour and discuss.
3. Contacting a parent by phone call.
4. Setting a sanction such as a lunchtime or after-school detention, or an internal exclusion.
5. Setting up a Pastoral Support Plan jointly with parents, pupil and an external agency if needed.
6. Considering all supportive Interventions that can assist the pupil within the school.
7. Opening a 1-Page Profile to raise awareness of the pupil.
8. Referring to the Inclusion Leader or the Wellbeing Leader if the PSP is not successful.

The **Wellbeing Leader and the Inclusion Leader** have a broader range of appropriate actions to choose from as a continuation of the Head of Year's role. **This is STEP 2 and 2A of the school's Graduated Response.** Examples of Leader action steps would be:

1. Meeting with the Class Teacher/Head of Department and the child to discuss the problems and behaviour to date.
2. Giving the child time to reflect on their behaviour and discuss.
3. Contacting a parent by phone call.
4. Setting a sanction such as a lunchtime or after-school detention, or an internal exclusion, or referring to the headteacher to consider an external exclusion.
5. Convening a Pastoral Support Plan jointly with parents, pupil and an external agency if needed.
6. Considering all supportive Interventions that can assist the pupil, including referrals to external agencies.
7. Considering the need to open an Individual Development Plan (IDP) for the pupil.
8. Referring to the Deputy Headteacher (Wellbeing).

The Deputy Headteacher (Wellbeing) has a range of appropriate actions to choose from. **This is STEP 3 and 3A of the school's Graduated Response.** Examples of Deputy's action steps would be:

1. Meeting with the Class Teacher/Head of Department and the child to discuss the problems and behaviour to date.
2. Giving the child time to reflect on their behaviour and discuss.
3. Contacting a parent by phone call.
4. Setting a sanction such as a lunchtime or after-school detention, or an internal exclusion, or referring to the headteacher to consider an external exclusion.
5. Convening a Pastoral Support Plan jointly with parents, pupil, the county exclusions officer, and an external agency if needed.
6. Amending the IDP for the pupil.
7. Referring the pupil to other establishments through a Hub request or Managed Move.
8. Referring to the Headteacher to consider a temporary or permanent exclusion.

9.1 Loss of Privileges

The Class Teacher, Head of Year or Head of Department may decide that the child loses part or all of their break time as a consequence of unacceptable behaviour and set tasks during the time lost.

The Head of Year may decide that a child should lose **other privileges** as a result of unacceptable behaviour. This decision should be checked with the Deputy Headteacher (Wellbeing), or the Headteacher first. An example of this would be refusing permission for a child to go on a school trip or to a school club after they have been aggressive on the playground, or asking the child (with parental agreement) to go home for lunch following poor behaviour during lunchtime.

9.2 Exclusions

A fixed-term or permanent exclusion is the ultimate consequence for poor behaviour and is usually (though not always) given when no other strategies remain. It is expected to be rare in our school. When considering an exclusion, the Headteacher will follow Welsh Government guidelines.

A child is at risk of being excluded from our school for serious misbehaviour when the Headteacher believes that keeping the child in school is harming the education and wellbeing of the child or others in the school.

A child may be excluded (depending on circumstances) for behaviour such as the following examples:

- Acts of violence or aggressive behaviour on repeated occasions towards peers and/or staff
- Deliberate bullying
- Persistent use of inappropriate language / verbal abuse
- Inappropriate sexual behaviour
- Persistent verbal harassment or harassment due to race, colour, ethnic background or disability
- Possession of illegal drugs
- Behaviour that consistently disrupts in the classroom or during lessons in the hall or on the playground
- Disregarding instructions, creating danger for others

A fixed-term exclusion will usually be 1–5 days depending on the seriousness of the incident and the child's previous behaviour record. A child may be permanently excluded for a single serious act of misconduct even if their record is good and there are no previous fixed-term exclusions. Examples of "one-off" unacceptable behaviour that would lead to such a severe action would be serious violence, supplying illegal drugs in school or threatening to use a weapon.

10. Special Needs and Disability

The School will consider any disability or additional learning needs of a child in disciplinary steps. The school's intention is for children with significant behavioural difficulties to be considered as children with Additional Learning Needs and through an Individual Behaviour Plan (IBP) and/or an Individual Development Plan (IDP). Implementation of any IDP or IBP will be monitored by the Special Educational Needs Coordinator and the Deputy Headteacher (Wellbeing). Other staff involved (e.g. Learning Assistants, etc.) will be informed of the targets set and the

strategies used to encourage the emotional and behavioural development of the individual. If the behaviour does not improve, progression to School Action Plus and contact with external agencies will be considered.

11. Specific Situations

11.1 Playground

Playground rules are:

- We show respect for people, property and the environment
- We look after each other and play safely
- We eat in the canteen or outside, putting rubbish in the bin
- We are polite, kind and friendly
- We apologise for accidentally hurting or bumping into someone
- We follow instructions immediately

Likely Rewards:

- Use of playground equipment
- ClassCharts commendation points

Likely Consequences for Unacceptable Behaviour:

- Time off the playground
- Loss of break/lunchtime leisure time (sitting/working inside the building)
- Negative points on ClassCharts
- Internal Exclusion
- External Exclusion

11.2 Rainy Break/Lunchtime

There will be occasions when children are unable to go out to the playground due to the weather.

During these periods:

- Children must remain in the **canteen** or the **hall**.
- Pupils are permitted to eat in the canteen and/or the hall.
- If needed, pupils may take shelter in the **Hafan or Noddfa**.
- Some teachers open their classrooms to pupils but these are by invitation only.
- Children must not run around or misbehave inside the building.

11.3 Entering and Leaving the Hall – Assembly

Children are expected to:

- Enter and leave quietly
- Sit in their tutor groups
- Remove their bags/coats and place them on the back of/under the chair
- Listen and not distract others
- Raise their hand to answer questions
- Sit on the floor in a sensible and acceptable manner

Likely Rewards:

- Praise, either to an individual, as a class or whole school
- ClassCharts points

Likely Consequences for Unacceptable Behaviour:

- Loss of break/lunchtime leisure time (sitting/working inside the building)
- Negative points on ClassCharts
- Internal Exclusion

- External Exclusion

11.4 After-School Clubs

We encourage children to participate in after-school clubs, but they may be temporarily or permanently excluded from a club for misbehaving in the club or in the school generally.

11.5 Behaviour in Lessons, Laboratories, Workshops, Physical Education Gymnasium or Representing the School in an External Activity

Children are expected to work sensibly during lessons. They must listen carefully to teachers' instructions and act on them. Safety rules must be adhered to at all times. If at any time a child is unable to behave responsibly, they may receive sanctions in the same manner as any other lesson.

The Department and the school may consider the following actions:

- Excluding the individual from attending subsequent external activities
- Excluding the individual from attending external activities for an extended period
- Loss of break and lunchtime leisure time following the incident
- After-school detention
- Internal Exclusions
- External Exclusions

If a child misbehaves while on an External activity with e.g. the Physical Education Department, the school may consider this as an instance of "bringing the school's name into disrepute."

11.6 School Trips

Before going on a trip, class teachers will discuss with their classes what is expected of them in terms of behaviour and organisation. They will also remind children to be courteous and to promote the school's good name in the community. In the event of unacceptable behaviour or the child's safety being compromised, the likely consequences would be:

- Informing the parents
- A letter of apology to the venue written by the child
- Excluding the child from going on external trips for a short/extended period
- Internal Exclusions
- External Exclusions

11.7 Monitoring, Evaluation and Review

The Headteacher is responsible for monitoring and evaluating this Policy and reporting back to the Governing Body annually.

Signed on behalf of the Chair of Governors: _____

Date: _____