Ysgol Comins Coch

Behaviour and Discipline Policy

Date policy reviewed	13/06/2026
Signed Chair of Governors	
Date of next review	Autumn Term 2027
Named person for review of this policy	Headteacher

Behaviour Policy

Introduction

This document aims to provide a framework which creates a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It has been written to benefit all members of the school community, to allow them all to understand the policy and to apply it fairly and consistently.

AIMS

Our aims for behaviour are that all children will

- be tolerant and understanding with consideration for the rights, views and property of others
- develop a responsible and co-operative attitude towards work and towards their roles in society
- achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and moral and spiritual awareness
- take a pride and responsible interest in caring for their environment

PRINCIPLES

Every child has a right to learn, and no child has the right to disrupt the learning of others.

The establishment of an appropriate ethos is an essential prerequisite for learning. It depends upon respect, trusting relationships and a process of co-operative teamwork. The school welcomes and encourages the involvement of LEA, governors, parents and others in the community.

RESPONSIBILITIES

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by

- esteeming children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well-ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- rejecting all conduct involving bullying or harassment
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom and applying these consistently
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging one another

The management team (governors, Head Teacher and senior staff) work towards the school's aims by;

- taking a lead in the establishment of a positive school ethos
- taking responsibility for devising and implementing a Teaching and Learning Policy which acknowledges its influences on pupils' behaviour and motivation
- monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- recording and monitoring attendance and punctuality, and responding firmly when either is poor
- recording and reporting incidents of serious misconduct taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified

School Staff work towards the school's aims by

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- recognising and being constantly aware of the needs of each individual child according to ability and attitude
- enable children to take increasing responsibility for their own learning and conduct
- ensuring that learning is progressive and continuous
- being good role models – punctual, well prepared and organised
- taking quick firm action to prevent one child inhibiting another's progress
- providing opportunities for children to discuss appropriate behaviour
- encouraging punctual attendance

Pupils work towards the school's aims by

- attending school in good health maintained by adequate diet, exercise and sleep
- attending school regularly
- being punctual and ready to begin lessons on time
- being organised – bringing the correct and necessary kit, taking letters home promptly and returning books and school equipment when requested
- conducting themselves in an orderly manner in line with the school's code of behaviour
- taking growing responsibility for their environment and for their own learning and conduct

Parents work towards the school's aims by

- ensuring that children attend school in good health, punctually and regularly
- providing prompt notes to explain any absences
- providing support for discipline within the school and for the teacher's role
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their children's progress and attainments
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- taking an active interest in children's learning, giving due importance to homework, listening to their child read and assisting in learning of tables, spellings etc.
- allowing children to take increasing personal and social responsibility as they progress throughout the school
- accepting responsibility for the conduct of their children at all times

PROCEDURES

Procedures or ensuring the involvement of all members of the school community include

- regular meetings of representatives of teaching and non-teaching staff to review issues
- programme of professional development
- discussion at governing body meetings

Procedures for developing good partnership with parents include

- regular informal contact with teachers who are always accessible to parents before and after school
- good communication channels including newsletters from school and PTA
- biannual parents evenings
- productions and PTA fund raising events

- a booklet for new parents which outlines the school behaviour policy and helps orientate new parents
- welcoming parents into the school, both on a regular basis (to offer support with reading etc.) or for occasional demonstrations or discussions where applicable
- welcoming other parental contributions such as organising resources, be guest speakers as part of pupils' learning when appropriate and helping with extra-curricular activities
- a procedure for the monitoring of homework and parental support with reading

Procedures for providing children with opportunities to discuss appropriate behaviour include

- a programme of PSHE and Religious Education which includes work on relationships and feelings and which also spans ethical and moral issues
- fostering within the children the feeling that staff will always be prepared to listen sympathetically
- discussion, particularly with older children, based on the reasons behind school rules and the rules to which society are asked to conform

Procedures for promoting desirable behaviour include

- staff acting as role models
- staff offering guidance to children, including praise and encouragement
- the provision within the curriculum that is designed to stretch and engage each child
- the encouragement and appreciation of children who act as positive role models
- collaborative work within classes and across year groups which helps to develop good relationships
- a merit system, which allows for the reporting of good work and behaviour at weekly assemblies.

Procedures for eliminating undesirable behaviour include

- a set of sanctions for undesirable behaviour which are fully committed to by all staff
- conscientious supervision at all times
- a quick response to incidents which have involved bullying or racial harassment, (which also includes informing parents of the incident and the sanctions imposed)

Procedures for promoting care of the physical environment include

- display of children's work to enhance the environment, engage their commitment to their environment and increase self esteem
- including children, parents and governors where practical in any developments to the school environment e.g. redesigning playground space
- the use of some PTA funding for developments in the school environment
- ensuring the security of the premises

Discipline and Behaviour

Whilst the discipline and behaviour of the Class is, primarily, the responsibility of the Class Teacher, **all the Staff are collectively responsible for ensuring that all pupils learn to be considerate to others and behave appropriately**. Staff should always endeavour to remark on good behaviour and manners, and to commend children for their positive actions. If pupils do have to be reprimanded regarding inappropriate or anti-social behaviour, this should be done in a constructive manner;

condemning the behaviour without humiliating, shouting or “putting down” the child. In this environment, most children will respond more co-operatively and with less resentment than if they were constantly being criticised for any negative behaviour.

Praise should be used as a reward, together with the giving of Merit Awards. These should be given out for good behaviour, extra effort and co-operative behaviour, rather than merely for work of a high standard. Particular effort and commendable behaviour will also be recognised at Friday’s Assembly with Certificates.

However, some pupils will still need to be disciplined for persistent poor behaviour and our aim should be to teach them that there are consequences, if they deliberately ignore the code of good behaviour, which the majority of pupils maintain in School. On occasions staff may need to give a “Time Out”. This is a system whereby disruptive pupils can be transferred to another classroom for agreed periods of time. Other sanctions include keeping children in at playtime and lunchtime, or removal of the pupil by the Head Teacher to a place of internal exclusion. If a child loses their playtime for any reason, they should be sent up to the School Office area or supervised by class teacher.

As a last resort most staff are Team -Teach trained; a training programme in Positive Handling Strategies. Staff follow the guidelines as set out in the Safe Handling Policy. Account should also be taken of the needs of every child.

If pupils need to be kept behind after School to discuss poor behaviour, it should be borne in mind that parents may be waiting, and such discussion should be kept brief. It may be appropriate to invite the parent(s) in to discuss the matter.

Playtime

In cases when a child has become upset at playtime because of an unpleasant incident, the Class Teacher should be made aware of what has happened.

Children should not be sent in to class during play as a reprimand. In such cases the child should stand by the member of staff for ‘time out’ and reflection.

ALL Incidents of Bullying or Racist remarks will be recorded and reported by the Headteacher as set out in the school Anti Bullying Policy.