



Behaviour and Discipline Policy

Date approved – October 17th 2024

Date of review – Autumn 2026

The governors will have regard for the WAG guidance
Circular 47/2006 Inclusion and Support

Advice in that document suggests that this policy includes attendance and that the policy promotes effective learning and teaching, a code of conduct, support systems for pupils how different needs of different groups of pupils are taken into account as well as the new regulations in respect of transition of pupils from primary to secondary.(presumably expectations on behaviour, rewards and the curriculum)



‘Behaviour is communication: when adults change, everything changes.’

Introduction

At Cyfarthfa Park Primary we believe the rights of the child are of paramount importance and the United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. This behaviour policy is based upon the Six Principles of Nurture and uses The Five Pillars of Pivotal Practice as a whole school approach.

Aims:

The aims of this policy are to:

- set out the three school rules: to be safe, to be ready and to be respectful;
- show how the school adopts the Six Principles of Nurture;
- set out how the school encourages self-discipline by all members of the school community;
- explain the law and guidance on 'disciplinary penalties' (sanctions); and
- set out the various responsibilities.

Responsibilities

The Governing Body

The governing body is charged with the duty to have policies designed to promote good behaviour and discipline.

The GB expects the staff to be modelling calm consistent behaviour and provide first attention to good conduct. The GB recognises behaviour is communication and that flexible responses to challenging behaviours are required.

The Head

The Head's role is to implement the GB's policy and to establish and maintain a behaviour policy that promotes learning, self-discipline, respect for others and proper regard for authority. The Head must determine measures to be taken, with a view to:

- promoting self discipline and proper regard for authority;
- encouraging good behaviour and respect for others, and preventing all forms of bullying;
- securing that the standard of behaviour is acceptable; and
- otherwise regulating the conduct of students and staff.

The Head is required to follow the governing body's statement of principles and have regard to any guidance given by the GB.

The Head must also determine the standard of behaviour regarded as acceptable, in so far as the governors have not determined it.

The measures can, to such an extent as is reasonable, include measures to regulate the conduct of students when they are not on the premises, and are not under the control or charge of a member of the school staff. This includes rules governing behaviour to and from the school and on work experience. The head is required to set out the behaviour policy in a written document and publicise it by making it generally known to staff, students and parents. It must be brought to their attention at least once a year.

The Head should:

- define the standards of behaviour the school wants;
- seek the widest possible agreement;
- ensure that the standards are consistently and fairly applied; and
- ensure that any sanctions are reasonable and proportionate to the offence, and enable students to make reparation where possible through restorative follow ups;
- ensuring all are aware of individual potential triggers and anxieties and protecting against them;
- ensure the school creates a safe base for all.
- ensure all staff have relevant CPD and support giving them strategies to address challenging behaviours.

The Governing Body's Policy on Rights and Responsibilities

The staff and governors at Cyfarthfa Park Primary School have the right:

- To expect students and parents to co-operate with the school in maintaining an orderly climate for learning;
- To expect students to respect the rights of other students and adults in school;
- To enforce the Discipline and Behaviour policy, including rules and disciplinary measures;
- Not to tolerate violence, threatening behaviour or abuse by any member of the school community;
- In extreme circumstances, to take firm action against students who harass or denigrate teachers or other school staff on or off premises; and
- To engage external support services as appropriate.

The school recognises its responsibility and expects staff:

- To give first attention to best conduct;
- To ensure staff model good behaviour and are consistent, calm and self-aware in their approach;
- To use non-threatening and supportive language;
- To promote positive behaviour through active development of the school community's social, emotional and behavioural skills;
- To be aware of how insecure attachments and ACEs (adverse childhood experiences) may affect children's behaviour;



- To ensure the whole school community is consulted about the principles of the school's behaviour policy and the code of conduct;
- To establish, and communicate clearly, measures to ensure good order, respect and discipline;
- To ensure the school's behaviour policy does not discriminate against any student on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities;
- To ensure teachers' roles in school discipline matters are consistent with the National Agreement for Raising Standards and Tackling Workload, and workforce-remodelling agenda, so that there is due recognition of the enhanced roles of support staff, so that not all responsibilities are focused on teachers;
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies;
- To apply preventative approaches fairly, consistently, proportionately and reasonably – taking account of ALN, disability and the needs of CLA (children who are looked after) and other vulnerable children, and offering support as appropriate including responsive strategies for supporting more challenging behaviours.;
- To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying;
- To keep parents informed of their child's behaviour, positive as well as inappropriate, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- To work with other agencies to promote community cohesion and safety.
- To use the Boxall Profile to recognise individual strengths and difficulties;
- To work with pupils to create One Page Profiles to better understand their needs; these will be updated regularly and contain input from parents when appropriate;
- To recognise individual potential triggers and anxieties and protect against them;

The school respects the rights of the students:

- To contribute to the development of the school behaviour policy, with every student becoming involved in the consultation process;
- To be taught in environments that are safe, conducive to learning and free from disruption.
- To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
- To be able to appeal to the Head and governors, if they believe the school has exercised its disciplinary authority unreasonably.

The school recognises pupils' responsibilities and expects pupils to:

- To follow reasonable instructions by school staff, to abide by school rules and accept sanctions in an appropriate way;
- To act as positive ambassadors for the school when off the school premises;
- Not to bring inappropriate or unlawful items to school;
- To show respect to staff, fellow students, school property and the school environment;
- Never to denigrate, harm or bully other students or staff;
- To co-operate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts.

The school recognises the rights of parents:

- To contribute to the development of the school behaviour policy;
- To be kept informed about their child's progress, including issues relating to their behaviour;
- To expect their children to be safe, secure and respected in the school;
- To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary;
- To be able to appeal to the Head and governors, if they believe the school has exercised its disciplinary authority unreasonably; **(See Complaints Procedure)**
- To be able to appeal against a decision to exclude their child, first to the governing body and then, in cases of permanent exclusion, to an independent appeal panel.

The school recognises parents' responsibilities and expects parents:

- To respect the school's behaviour policy and the disciplinary authority of school staff;
- To help ensure that their child follows reasonable instructions by staff and adheres to school rules;
- To send their child to the school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn;
- To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm;
- To be prepared to work with the school to support their child's positive behaviour;
- To attend meetings with the Head and school staff, if requested, to discuss their child's behaviour;
- To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour;
- If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

Disciplinary Sanctions (Disciplinary Penalties)

The Education and Inspections Act gives all schools the power to impose 'disciplinary penalties', where a student's behaviour falls below the standard which could be reasonably expected of him/her, whether because he/she fails to follow a school rule, or an instruction by a member of staff.

The Act also makes it lawful for any school to impose a penalty (other than exclusion):



- if it is not in breach of any statutory requirement or prohibition;
- if it is reasonable;
- if it is made by a paid member of staff (including supply staff, support staff, administrative staff), unless the Head has decided they may not impose it;
- if it is made by an unpaid member of staff (e.g. a parent volunteer) who has been authorised by the Head, and it was reasonable for the Head to do so; and
- the penalty and the action taken were on the school premises or elsewhere when the student was under the lawful control of a member of staff.

In determining whether a disciplinary penalty is 'reasonable' the following must be taken into account:

- whether the penalty was a proportionate punishment in the circumstances; and
- any special circumstances which are known to the person imposing the penalty, including:
 - the student's age;
 - any special educational needs;
 - any disability; and
 - any religious requirement affecting him/her.

The Head will take account of the following principles in determining and implementing the Behaviour and Discipline policy:

- None of the school's punishments must be degrading or humiliating.
- All rewards and sanctions must be applied fairly and consistently.
- All paid staff at the school have a statutory authority to impose sanctions (called 'disciplinary penalties' in the Education and Inspections Act 2006).
- The Head has the power to withdraw the authority from individual staff or classes of paid staff.
- The Head has the power to authorise any unpaid staff to impose disciplinary penalties.

Specific Sanctions (Preventative Approaches)

The governing body has agreed that the following 'disciplinary penalties' may be used in the school:

- Engage in restorative follow up;
- removal from the group/class or particular lesson;
- withdrawal of break or lunchtime privileges;
- withholding participation in educational visits or sports events which are not essential to the curriculum;
- completion of work or extra work;
- carrying out a useful task in the school;
- fixed term exclusion; and
- permanent exclusion

Powers of members of staff to detain students by use of force

The Education and Inspections Act 2006 confirms the right of staff to use 'such force as is reasonable' for the purpose of preventing a student from:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including themselves); and
- prejudicing the maintenance of good order and discipline.

The explanatory notes give an example of 'reasonable force' - leading a student by the arm to enforce an instruction to leave the class. However, nothing in the law concerning the use of reasonable force legitimises corporal punishment. **The governing body will have regard to the WAG document The Use of Reasonable Force to Control or Restrain Pupils Circular 37/98 WAG Framework for Restrictive Physical Intervention Policy and Practice 2005**

The Right to Search Students

The Violent Crime Reduction Act 2006, gives the Head, and any member of the school staff authorised by the Head, who has reasonable grounds for believing that a student may have with him/her or in his/her possession a knife or offensive weapon, the right to search that student.

The Head must ensure that the person carrying out the search is of the same sex as the student and the search must be carried out in the presence of another adult also the same sex as the student. The student cannot be required to remove any clothing other than outer clothing and if the student's possessions are searched this must also be done in the presence of another adult. The person carrying out the search is able to use such force as is reasonable in the circumstances for exercising that power.

The Head **cannot** 'require' most of the school staff to conduct the searches, only 'authorise' them to do so. But they may 'require' security staff to carry out searches.

If a search reveals any 'offensive weapons' or knives, or 'evidence in relation to an offence' the school **MUST** call the police in. The school has no discretion in this, not even if the Head wishes to resort solely to internal discipline procedures.

Exclusions

The school avoids excluding children (including CLA) unless under extraordinary circumstances and only as a last resort.

In discharging their duties the governors and Head will have **regard to the WAG guidance Exclusion from Schools and Pupil Referral Units (reprinted Feb 2008) which incorporates Circular 001/2004 and the amendments made in Circular 1(A)2004 on exclusions;**

- the LEA, is responsible for making arrangements for independent appeal panels to hear appeals against permanent exclusions where the governors do not direct reinstatement;
- the governing body will seek the advice of an LEA officer when considering an exclusion, and an LEA officer may attend any meeting to consider an exclusion at the request of a parent; and
- arrangements for money to follow students who have been permanently excluded from school) will apply.



Exclusions may be for a fixed period or permanent.

The Decision to Exclude:

- a. Only the **Head** can exclude a student, (or the person in charge on the day, if the Head is absent from the school).
- b. Students should **only be excluded**: In cases of a serious breach of the school's behaviour/discipline policy **and** if the continued presence of the excludee in the school would seriously damage the education or the welfare of other students or staff.

Before deciding to exclude a student the Head will:

- ensure that an appropriate **investigation** has been conducted;
- ensure that all the **relevant evidence** has been considered;
- give the student an opportunity to be heard; and
- consult other relevant people if necessary.

Having considered these matters the Head will make a decision based normally on the balance of probability, having regard to any current guidance from the Welsh Assembly Government.

Inappropriate Exclusion

The governors consider that any exclusion will normally be inappropriate in cases of:

- minor breaches of discipline;
- poor academic performance;
- truancy or lateness;
- pregnancy;
- non-compliance with uniform regulations, except where this amounts to a defiance of the school's authority; and
- in response to the unacceptable behaviour/attitude/conduct of a student's parents.

Fixed Term Exclusion

The Head is permitted to exclude a student for one or more **fixed term periods not exceeding 45 school days in any one school year**.

The school will continue to provide education for an excluded student (whilst he/she remains on roll) and, particularly in the case of an exclusion of more than 15 days, the Head in consultation with the Local Authority relevant members of staff will aim to put in place plans to address the pupil's problems and secure their continuing education. The school will review the pupil's progress and determine how the student's education can otherwise continue.

Permanent Exclusion

A decision to exclude a student permanently, as befitting its gravity, will only be taken as **a last resort** when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or if an **exceptional 'one-off' offence has been committed**:
e.g.

- serious violence, actual or threatened, against a student or member of staff;
- sexual abuse or assault;
- supplying an illegal drug; and
- carrying an offensive weapon.

Or any other one-off offence considered by the Head to be an exceptionally serious one.

The procedure for excluding a student is set out in Appendix 1.

Equal Opportunities

In making and implementing this policy account must be taken of the school's equal opportunity policies.

Students with Disabilities

The school aims to ensure that students with disabilities are not treated less favourably than other students and will endeavour to ensure that no exclusion of such a student has been caused directly or indirectly by the student's disability. Any exclusion of a student with a disability will be closely monitored both within the school and by the governors' Discipline Committee.

Students with Special Educational Needs

The school will pay due regard to the guidance in the **WAG s SEN Code of Practice 2002 reprinted 2004** and the *Education of Children and Young People Special Educational Need with Behavioural, Social and Emotional Difficulties as a special educational need*.

Challenging Pupils; Meeting the Curriculum Needs of Pupils with Emotional and Behavioural Difficulties.

The school will aim not to exclude students with special educational needs and will aim to find alternative strategies that keep students with special educational needs who have behaviour problems in the school.

Amendments and Revisions

Before making any amendments or revision of this policy the governors will consult as appropriate. The GB will consult appropriate members of staff, representatives of students (School Council) and parents before making any of its own amendments.

Monitoring and Review



The working of the policy will be monitored by the Head and a report made to the governors' Discipline Committee each term. All exclusions will be reported to the Committee in the termly report. This policy will be reviewed every two years by the governing body.

Date of the next review: Autumn Term 2024

Appendix

Procedure for Excluding a Student.

A1. Informing Parents about the Exclusion

The Head will inform parents without delay (by telephone, with a follow-up letter within one school day) and will give the following information;

- in cases of fixed term exclusions, the **length of the exclusion**;
- in cases of permanent exclusion, that **it is a permanent exclusion**;
- the **reasons for the exclusion**;
- their **right to make representations** to the school's Discipline Committee;
- the **name of the person** to be contacted, if they wish to make representations.

The letter to parents will also state:

- the latest date by which the Discipline Committee must meet to consider the case;
- the **parent's right of access to the student's school record**;
- the **date and time when the student should return to the school** (with a fixed term exclusion) or the number of lunch-times for which the student is excluded (with lunch-time exclusions);
- with a permanent exclusion, its immediate effect and any relevant previous history;
- arrangements for the setting and marking of work (it is the **parent's responsibility to ensure that work sent home is completed and returned to school**);
- the name and telephone number of the person in the school who can be contacted for advice; and
- any other helpful contacts.

A2. Informing the Discipline Committee

The Head will inform the governors' Discipline Committee and the Local Authority Children's department **within one school day** of:

- permanent exclusion;
- exclusions totalling **more than 5 school days or 10 lunch-times** per term;
- an exclusion necessitating a student missing a public examination.

The Head will inform the Discipline Committee of fixed term exclusions amounting to **5 or fewer school days or 10 or fewer lunch-times (or half days) in total per term on a termly basis**.

The Head must include the following in his/her exclusion report;

- the name of the student;
- the duration of the exclusion;
- the reason(s) for the exclusion;
- the student's age, gender and ethnicity;
- whether the student is statemented or is on School Action or School Action Plus; and
- whether he/she is in Local Authority care.

A3. The Responsibilities of the Discipline Committee

A3.1 The Discipline Committee

The governing body will appoint a Discipline Committee at the beginning of each academic year, and appoint a chair and a clerk.

The Discipline Committee will review all exclusions and consider any representations from parents. The Councillors have decided that for exclusions under 6 days only written representations will be accepted. The Committee will consider whether **reinstatement is a practical option**;

- The Committee may consider more than one exclusion at any one meeting where appropriate
- in cases where a student will miss a public examination as a result of exclusion, the Discipline Committee should endeavour to meet before the date of the examination. **In extreme cases with fixed term exclusions, the chair of the Committee may consider the exclusion on his/her own and may reinstate.**

A3.2 Discipline Committee Meetings re. Exclusions

a) On being informed of an exclusion by the Head, the clerk or chair **must**:

- with **fixed term exclusions totalling fewer than 6 school days in one term**, convene a meeting of the Discipline Committee to consider **representations from the parents** (if these have been made), but the student **cannot be reinstated**;
- in the case of **fixed term exclusions totalling more than 5, but not more than 15 school days**, in any one term, convene a meeting to review the exclusion if the parents have asked to make representations between the 6th and the 15th school day after being notified of the exclusion.
- **in cases of permanent exclusion or where one or more fixed term exclusions add up to more than 15 days** in any one term, arrange a meeting to review the exclusion between the 6th and the 15th school day after being notified of the exclusion;
- invite the parent, Principal (and, where appropriate a representative of the Local Authority Children's department) to attend at a mutually convenient time and place;

and **will**

- request written statements before the meeting; and
- circulate any such written statements (including any statements from witnesses) and a list of those due to attend in advance to all interested parties.

b) The parent may be accompanied by a friend or a legal representative. The excluded student will usually be allowed to attend and to speak if the parent requests this. **A student aged 18 or over is allowed to attend and to make representations in his/her own right.**

A3.3 The Committee will inform the parent of its decision as soon as possible but not later than 48 hours unless there are exceptional reasons.

A3.4 The parent will be informed of the right to appeal to an Independent Appeal Panel and will be helped to do this by the school.

A4.0 Constitution and conduct of independent appeal panels

The LEA will appoint the independent panel. Appeals panels must be impartial and constituted in accordance with government



A4 1

A4.1 The appeal panel's decision is final and binding on the school. A parent may seek a judicial review of a panel's decision. A parent may also appeal to the Commissioner for Local Administration (the Local Government Ombudsman) about maladministration.

As a school, we employ a consistent strategy to rewarding positive behaviour. First and foremost, positive behaviour is rewarded by **genuine and specific praise**. Below is a summary of the other types of rewards pupils may receive throughout the week. We aim to be consistent but also allow teachers some autonomy in deciding how to reward their class for positive behaviour or academic success.

As a school, we also employ clear preventative approaches for managing pupil behaviour. Below are the steps adults follow to ensure a consistent approach across our school.

Foundation Phase	
Rewards	Preventative Approaches
Celebration Certificates at the end of each week.	• 'Drive by' • Reminder (w/ scripted intervention) • Warning (w/ scripted intervention) • Removal from group • Removal of break; time decided by teacher • Sent to SLT to be dealt with at next convenient time • Parental contact
Dojo points (individuals)	
Class choice in rewarding Dojo points	
Over and Above Postcards (Half-Termly); no limit, pass to OM ready to send	
KS2	
Rewards	Preventative Approaches
Celebration Certificates at the end of each week.	• 'Drive by' • Reminder (w/ scripted intervention) • Warning (w/ scripted intervention) • Removal from group • Removal of break; time decided by teacher • Sent to SLT to be dealt with at next convenient time • Parental contact
Dojo points (individuals)	
Class choice in rewarding Dojo points	
Over and Above Postcards (weekly); no limit, pass to OM ready to send	

Appendix 22: Prevention sentences and approach from 1st order training.

I've noticed ...	I need you to ...	I need to see you ...	I know you ...
will ...			
Thank you for ...	Choice ...		

Child is not paying attention, humming loudly and banging ruler on table. Teacher approaches child whilst still addressing class, places hand gently on child's shoulder, puts ruler down and table and walks back to previous position without word being spoken. Child is back on track.

Bob I have noticed you are writing on the table. It's not showing our school rule of respectfulness. Remember yesterday when you tidied the tables - that's the behaviour I want to see. (Walk away/processing time). Thank you.

Bob. I have noticed you are distracting those on your table by being silly and are not ready to learn, this is a warning, if I have to speak to you again it will be during your break time. I need to see you being ready now please. (Walk away/ processing time) Thank you.

Bob: I need you to move to that table there now please. I know you will show you're ready to learn then. (Allow processing time) Thank you.

Bob: I've noticed you're still unable to be ready or be respectful at this time. We will speak about your choices at break time and work together to find a way forward. (Allow processing time) Thank you.

Teacher discretion for how long of the break child misses – it may be a quick chat or they may need to catch up on work they've not produced during lesson.



Situation script – Sent to SLT at Convenient Time

Bob, I've noticed you're still unable to be ready or be respectful at this time. You will need to speak to Mr. Morgan/ Mrs. Cheeke/ Mrs. Walters/ Mr. Bevan about your choices. (Allow processing time) Thank you.