



PENYBONT PRIMARY SCHOOL

BEHAVIOUR & DICIPLINE POLICY

Reviewed On	Next Review Date	Headteacher	Chair of Governors
17/09/2025	17/09/2026		

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. The school does not have fixed or set rules for behaviour. Instead we base our Policy on a set of values that are rewarded and form the basis of a positive ethos. School assemblies reinforce a common set of "values" that the children are encouraged to consider and live.

Each class in the Foundation phase operates their own bespoke behaviour and rewards system suitable for the age and demographic build of the class.

Classes in years 3-6 also have their own positive behaviour systems, but additionally initials will be placed onto the board if a pupils behaviour is negative, after three tallies, the child is spoken to by the team leader, if a fourth occasion occurs, either the deputy headteacher or the headteacher will have a conversation with the child.

The school also operates a house points system for all pupils. Points are awarded for a range of things including the school values, good work, effort and resilience. The accumulated house points are then totalled, and the winning house receives a reward each term. Last academic year, 2024-25, all 3 houses won throughout the year, so all pupils in the school were rewarded with a trip to their 'house beach'.

We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

Good behaviour is rewarded in class and throughout the school. Classes set their own rules and pupils who demonstrate school values are acknowledged in school newsletters and on the school app. Courtesy and respect towards others are central to the ethos of the school. Pupils who are victims of poor behavior are supported and encouraged to speak out. The school believes that "Everyone has the right to be happy". Pupils who need support to "speak out" against unfairness or being upset are offered a variety of interventions, such as, Emotion and Social Literacy support (ELSA), Peer Support and named staff that pupils have chosen for themselves. The school aims to work closely with parents when a child has been identified as requiring such support. (Also see Anti-bullying Policy). The school also works with other agencies to support pupils who are vulnerable.

Pupils who display poor behaviour are also supported. The school acknowledges that children who display poor behaviour have themselves often been victims of the poor behaviour. Poor behaviour can take a number of forms. Most poor behaviour is dealt with quickly by teachers or support staff at the school. If such behaviour continues or higher levels of unacceptable behaviour occurs, senior staff are informed. Parents are contacted and a child specific plan is agreed to support the pupil. Incidents of poor behaviour are logged by the class teacher onto Class Charts and any actions taken noted also. If there is a need the school will request the support of the Local Authority who have specialist workers who can advise and support the child, school and parents. On rare occasions Penybont Primary School follows the Wales Guidance for Exclusion and Behaviour.

We wish to work closely with the school's Junior Leadership Team to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued and respected.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.

Procedure

Co-ordinator	• All members of staff are responsible for pupil behaviour at Penybont Primary. However, behaviour is co-ordinated and managed by the Head teacher and Deputy Head teacher or Senior Leadership team in his/her absence.
School Rules & Sanctions	• Penybont Primary School promotes a flexible and adaptable approach to discipline. Pupils with their teachers make their own class rules. Whole school rules are based on expectations such as ○ Being courteous and polite with one another eg using please (os gwelwch yn dda)/thank you (diolch yn fawr), holding doors open. Teachers and adults are expected to follow such rules and set good role models and also reciprocate pupils' courtesy. ○ Walk in corridors and around the school. ○ Listen to others if they have something to say. ○ Understand that different situations require different behaviours eg Library, Games Lesson, Collaborative learning, learning individually, visitors taking lessons, educational visits off site. ○ Treating others how we would like to be treated ourselves. ○ Understanding and enacting the "values" of the school. • There are a variety of sanctions – many of which are low tariff and are supportive. The school endeavours to improve behavior as we believe all pupils have the opportunity to learn from mistakes to improve their behaviour. ○ Facial expression showing pupil that something is not acceptable.

	○ Restorative approach if unacceptable behaviour involves another child. ○ Reflect through nurture ○ Change seating position in class ○ Refer pupil to another class teacher ○ Refer pupil to department Leader (SLT) ○ Refer pupil to Deputy Headteacher ○ Refer pupil to Headteacher ○ Meet with parents/carers ○ Establish a behaviour log book to record successes as well as incidents of persistent unacceptable behaviour. ○ Time out of classroom (ie with another class teacher – the school does not allow for pupils to stand outside the classroom) ○ Extra time ie miss playtimes ○ Children are also involved in deciding on their own sanctions so they have a full understanding of it and are involved. This is more likely to change pupils' behaviours. • As read above Penybont Primary School does not believe in a long list of rules but rather a common sense approach which does not necessitate the spelling out of minute rules. • These rules are reviewed periodically or when the need arises. • Exclusion is seen as a last resort used in exceptional circumstances or after other intervention strategies have been tried and failed to provide the outcomes necessary to ensure the safety of other pupils and staff.
Role of Teachers	• Teachers must set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all school activities. • Teachers must adapt a set of approaches and strategies that cater to the need of any challenging individuals in the class (not using certain trigger words, being aware of potential flash points, supporting the pupil with transitions etc).
Role of Parent/Carers	• Parents/carers work closely with the school to ensure that their children help maintain a safe and secure school environment.
Pupil Support	• A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly. Close links exist between the school and the local authority (LA) Behaviour Support Service (BSS)
Celebration	• Good behaviour is celebrated and regular praise and encouragement is part of the school ethos. The school implements a positive behaviour approach which is flexible and adaptable. Rewards include ○ positive gestures from staff (eg smile, nod). This form of behaviour management is highly valued at the school and is expected as part of the school ethos. Staff and adults in the school are expected to show understanding and enjoy learning with children. Being a good role model is very important. ○ Bespoke rewards in each FP classroom 'Proud Cloud' etc

	○ House points awarded and prizes for hitting 50 point milestones. ○ Bespoke behaviour logs/charts are devised and used with specific pupils when required.
Outside Agencies	• We have good links with the Education Psychology Service and the Schools Liaison Officer who provide invaluable support to this school.
Incidents	• Incidents of bad behaviour are recorded onto Class Charts by the class teacher or member of staff involved. • Incidents of poor behaviour during lunch times are reported to the teaching staff by the LSO witnessed and intervened in the incident. • Instances of serious misbehaviour are recorded on an incident form.
Monitoring & Review	• On-going monitoring and review of behaviour ensures that our excellent school ethos is maintained.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To work with other schools to share good practice in order to improve this policy.

Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the Junior Leadership Team in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- work with the Junior Leadership Team to create a set of school rules that will encourage good behaviour and respect for others;
- involve and inform governors on issues relating to behaviour and this policy;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy
- Ensure that there is adequate number of staff who are Team Teach trained

Role of the Additional Learning Needs Coordinator(s)

The Additional Needs Coordinator(s) and Senior Leadership Team will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and governors;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the Junior Leadership Team
- monitor school support systems such as ELSA, THRIVE and Play Therapy.
- undertake classroom monitoring as and when required.
- implement pupil support strategies for pupils demonstrating poor behaviour eg "behaviour booklet".
- create links with parents;
- deal with external agencies;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

Governors appointed on to the Behaviour and Exclusions committee will:

- work closely with the Headteacher and the ANLCO;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel are expected to:

- comply with all aspects of this policy

- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- apply all rewards and sanctions fairly and consistently;
- discuss pupil behaviour and discipline regularly at staff meetings or when situations arise;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend training on behaviour management as and when provided;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils are expected to:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- make suggestions about school behaviour in their class and via the JLT
- obey all health and safety regulations in all areas of the school;
- make unacceptable remarks against fellow pupils or school personnel;
- co-sign and abide by the Home School Agreement if required;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- liaise with the Junior Leadership Team
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- ensure their children understand and value the meaning of good behaviour;
- be asked to take part periodic surveys conducted by the school;

Role of the Junior Leadership Team (JLT)

The JLT will be included in issues regarding behaviour in the school where appropriate.

Sanctions

Sanctions which must be applied fairly and consistently have been devised:

- by the Headteacher & SLT
- by JLT and the Governing Body;

- not to be degrading or humiliating to any pupil

Exclusion

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

Pupil Support

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

Celebration of Good Behaviour

Good behaviour is celebrated at the weekly assembly and through our school app. However, regular praise and encouragement is part of the school ethos. This is also advertised in the school newsletter

Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- CART Team in the Local Authority
- educational psychologist;
- educational welfare officer;
- school health nurse and from
- Social Services

Extreme Incidents

- All extreme incidents of bad behaviour are recorded on an incident sheet.
- A dedicated member of SLT thoroughly investigates all incidents and reports to the Headteacher.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- staff inductions
- the All Staff Team – Shared drive
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and use of our school app as and when appropriate.
- reports such annual report to parents and Headteacher reports to the Governing Body

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning equal opportunities.

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.