

Waunarlwydd Primary School

Behaviour and Discipline Policy

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships – Linked to Articles 6, 33, 36 (CRC)

Introduction

At Waunarlwydd Primary School, we aim to create a safe, respectful and inclusive environment where positive behaviour is promoted and celebrated. Our behaviour and discipline policy is designed to support pupils in developing self-discipline, responsibility and empathy, enabling them to become successful learners and caring members of the community.

Vision

At Waunarlwydd Primary School, we believe that everything starts with the person – our pupils, our staff and our wider community. Giving all members a voice, we focus on the wellbeing of everyone. This, in turn, helps support the development of a growth mindset and rights respecting approach to teaching and learning. Readiness for learning, as both staff and pupils, with the four purposes central leads to the provision of an authentic and meaningful curriculum enabling engagement and pupil ownership. This provision, utilising a range of pedagogy and the development of positive learning behaviours, enables progression for all. Our collaborative approach to self-improvement allows us to set ambitious, yet achievable goals aligned to our high expectations of all. Our school development plan is organised to address this vision.

Values

At Waunarlwydd Primary School, we have six core values which are embedded throughout our everyday practice.

KINDNESS – we show kindness to each other in our words and our actions.

RESPECT – we respect each other, ourselves, our opinions and our resources.

HONESTY – we are honest about our learning and our behaviour.

POSITIVITY – we embrace a growth mindset to our learning, believing that learning is a journey and mistakes are part of the process.

DIVERSITY – we recognise our differences, learn from each other and remove barriers to learning.

COLLABORATION – we work together to create the right environment for learning and improving.

Aims

Positive relationships are at the heart of effective behaviour management. We believe every child can learn to make positive behaviour choices. Through praise, recognition and support, children are more likely to adhere to the school values. Implementation of this policy will ensure that behaviour is addressed

consistently and fairly. Using our restorative practises, we will help build stronger relationships within our school community.

We aim to develop positive behaviour through:

All staff modelling the correct behaviours, attitudes and values at all times.

Having high expectations of behaviour, which are explicit to the whole school community.

Half termly focus on each of our core values, with lessons, assemblies and stories.

Rewarding positive behaviour choices

Awarding certificates and house points

Clear teaching about empathy and diversity, through 'No Outsiders' books and lessons

Use of restorative practise

Teaching children about the correct learning behaviours

Class charter related to the core values of the school

Clear sanctions for behaviour across the school.

Use of ELSA to support children to develop strategies to support positive behaviour choices.

Emotional literacy lessons taught across the school, which will help children to identify different emotions, self-regulation strategies and the understanding of language around emotions, both positive and negative.

By using a pro-active approach, which is built on strong relationships and positive models, we expect that the majority of children will make good choices about their behaviour. However, we recognise that a minority of children will need more support and structure to help develop strategies in terms of their actions.

Code of Conduct – Expected behaviour

As a Rights Respecting School, children have the right to be heard, the right to be safe and the right to learn. As part of our commitment to this, all children in Waunarlwydd are expected to follow the core principles of

Be ready to learn:

Children will demonstrate this by listening; learning; questioning; showing a positive attitude to learning; being honest about their learning needs; helping; giving learning their full attention and focus and being independent.

Be respectful always:

Children must show respect to all members of the school staff, each other, themselves, the school rules, the school environment and resources and their learning,

Be safe in school:

Children need to keep themselves safe by following instructions; listening the first time; taking responsibility for themselves; controlling their emotions; using kind words and actions and moving around the school environment safely.

We endeavour to build a collaborative approach between home and school to ensure the same messages are shared.

By following this code, children should be able to fulfil our school mission statement: Work hard, Aim high, Share and Care.

Work hard – we are ready for our learning, ready to listen, ready to give focus to our learning. We give respect to our teachers and ourselves by following instructions and completing tasks independently.

Aim high – we are ready to challenge ourselves and be honest with ourselves about what our learning needs are, we are ready to ask for support when we need it.

Share – we are ready to share our ideas and collaborate with our classmates to create a positive learning environment for all, we share our resources with each other.

Care – we show respect for each other and ourselves in our learning and our actions, we use kind words and actions towards others.

Systems to Support Appropriate Behaviour

We have many systems in place that aim to support children to make appropriate behaviour choices and to minimise opportunities for inappropriate behaviour to occur.

Key systems include:

- Lining up in a quiet and orderly manner at the start of the day and after each break time. This supports the transition from playing to learning.
- Children are supervised into and out of the building at break and lunchtime and at the end of the day.
- Positive reinforcement of expected behaviour.
- All classes use EPIC as a way of engaging the children and giving them ownership over their learning.
- Lessons are planned and differentiated according to the needs of the class which enables children to take responsibility for their own learning and develop their independence.
- A range of pedagogical approaches are used to engage children.
- Classes develop a class charter based on the core values of the school.
- Consistent classroom and school routines.
- A range of classroom management strategies used to promote good classroom behaviour.
- Check in used by all classes – staff respond to this and support children into the green zone.
- Prioritising the person helps to build strong and positive relationships between staff and children.
- Use of sensory circuits and calming down spaces.
- Range of equipment and play spaces are available at play and lunchtimes.
- Use of house points to recognise and reward evidence of core school values.
- Certificates to recognise and reward positive learning and behaviour choices.

Emotion Coaching

All staff have had some training in Emotion Coaching and use these four steps to support children to recognise and communicate their emotions.

- ✓ Recognising the child's feelings and empathising with them.
- ✓ Labelling the feelings and validating them.
- ✓ Setting limits on behaviour.
- ✓ Problem solving with the child.

Our priority is always to support the child to calm down and de-escalate the situation. This may include removing them from the situation, taking a break or giving them a safe space to self-regulate.

Restorative Practice

All staff have had some training in the use of restorative practice which aims to resolve conflict which involves all parties.

Restorative practice is a proactive approach to behaviour and relationships. It focuses on building strong, respectful connections in the classroom and repairing harm when things go wrong. Instead of punishment, it emphasises accountability, dialogue, and empathy.

It's based on the idea that when people feel valued and heard, they're more likely to behave positively. And when conflict arises, it should be seen as an opportunity for growth and learning—not just discipline.

Restorative practice isn't just a behaviour management strategy; it's a mindset and a culture. It encourages everyone—pupils and staff alike—to reflect, take responsibility, and work together to restore trust.

Further Measures

Where behavioural difficulties are identified, parents will be involved at the earliest possible stage through the school's staged referral process, where concerns and progress will be monitored by the school ALNCo. If required, a plan may be written and regularly reviewed.

Graduated Response

The class teacher will always be the first person to deal with the behaviour of the children in their class and around the school. In the event of serious or continued incidents of inappropriate behaviour, the child may be referred to a member of SLT. In more serious cases, or if the behaviour continues, the child will be referred to the Deputy headteacher. Similarly, if the behaviour is more serious or continues, the child will be referred to the Headteacher. Parents will be contacted and invited to school to discuss the situation and look for an agreed way forward.

Incidents of inappropriate behaviour are recorded and dated in a class log held by each class teacher. These serve as an accurate record of what has happened, but also provide a longer-term picture, enabling possible patterns to be seen.

In the event of particularly severe incidents of inappropriate behaviour, this procedure may be partially abandoned and arrangements made with the parents/carers.

Rewards

The main aim of this policy is to encourage children to practise good behaviour by using a systematic approach to praise and reward, while maintaining high expectations for all children. Our rewards systems can include:

- Class points and rewards
- Whole school house points
- Headteacher awards
- Certificates awarded for demonstrating our core values, presented in celebration assembly
- Verbal and written praise
- Sharing good work with other teachers.
- Seesaw sharing of good work.

Sanctions

Our school sanctions are as follows:

1. Reminder of expected behaviour
2. Clear verbal warning – given twice, each carries a consequence.
3. Time out in a different class within the same progression step.
4. Intervention from Deputy or Head.
5. Parental meeting with Head.

We are ready to learn – celebrate positive behaviour

Reminder of the expected behaviour in school.

Warning – consequence

Warning – consequence

Time out

Sent to Deputy or Head

Head to meet with parents

After a time out or time with Deputy or Head, the child should be returned to their class by the adult. The child should apologise for their behaviour, and the teacher should be asked if they are willing for the child to return. This gives control to the teacher and reinforces the expected code of behaviour for the class.

Every day is a fresh start, and where possible, no sanctions are carried over to the next day.

Further Sanctions

Children who consistently fall below the expected standard for behaviour may be supported by an Individual Development Plan. These are plans for children to better manage their behaviour and should be drawn up using a multi-agency approach and reviewed regularly.

Internal exclusion may be used when a child's behaviour is deemed to be unsafe for them to be in their class or where their behaviour has been extreme. In these instances, the child is removed from their own class and will spend time in a designated area of the school (often with Headteacher) or in a different class (often Deputy). This internal exclusion may include loss of break times.

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and failed, exclusion is the next option for the school.

Before deciding whether to exclude a learner, either permanently or for a fixed-term, the head teacher will:

- ensure that an appropriate investigation has been carried out
- consider all the evidence available to support the allegations.

(The more serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be.)

- allow the learner to give his or her version of events
- check whether the incident may have been provoked, e.g. by bullying or by racial or sexual harassment
- keep a written record of the incident and actions taken.

Only the head teacher (or person acting as the head teacher in their absence) can make the decision to exclude a pupil for a fixed period or permanently, and the decision should be taken only:

- In response to serious breaches of a school's disciplinary policy; or
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school.

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

Post-Exclusion

On return to school following exclusion, a post-exclusion plan will be implemented to ensure all staff use a consistent approach in working with the pupil, and to attempt to discourage further reasons for exclusion. The plan will where possible be drawn up in conjunction with the parents following the process outlined below:

- On return to school a meeting will be arranged with the Headteacher, parents and pupil, in order to outline the action plan and expectations;
- A home/school book may be used to keep parents and school informed of progress on a daily basis;
- Strategies to minimise the reoccurrence of the behaviour resulting in the exclusion will be implemented and discussed with all staff who come into contact with the pupil, e.g. if the problems are generally occurring in the playground, the amount of time initially spent in the playground will

be limited, and built up gradually. Special activities to support the development and acquisition of skills required to play co-operatively may be offered during this time, etc.

Lunchtime Supervision

At lunchtime, supervision is carried out by a team of staff under the direction of SLT. As most lunchtime supervisors are teaching assistants in the school, they are expected to adhere to the school's behaviour policy and reward good behaviour. Serious incidents of inappropriate behaviour may result in the child(ren) being brought to the attention of the deputy or headteacher. This may result in a loss of privileges or playtimes. Parents will be informed in the case of serious incidents or where the child repeatedly behaves inappropriately and shows no sign of improvement. In these circumstances, the child may be supported with a pastoral support programme. In extreme cases, the child may be excluded at lunchtimes.

Parents and School Working Together

As a school, we recognise the importance of active home school links. This partnership is vital in the development and maintenance of positive behaviour. The co-operation of parents is actively sought in encouraging pupils to work within the school and classes Code of Conduct, and their support is appreciated greatly within this partnership. Parents have the opportunity to discuss all aspects of their child's progress in school (including behaviour) at parent evenings or pre-arranged times. If a parent has any concerns regarding their own child's behaviour or that of other pupils at the school, they are encouraged to contact the class teacher as soon as possible to discuss the concerns and the way forward. In the same way, if a teacher has concerns regarding a pupil's behaviour, the school will contact the parents to discuss them collaboratively and seek to determine any possible reasons and solutions.

Staff responsibility

Behaviour management is the responsibility of all staff at Waunarlwydd Primary.

Role of the Head teacher

- It is the responsibility of the Head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.
- The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Head teacher will also keep records of all reported serious incidents of misbehaviour including bullying and racism.
- The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.

- For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

Role of the Governors

Governors are responsible for:

- Overseeing and managing policy and procedures for promoting positive behaviour and dealing with inappropriate behaviour;
- Upholding and articulating the school rules and Code of Conduct within the school community;
- Attending the necessary meetings required following a pupil exclusion in order to discuss and make decisions regarding the way forward;
- Ensuring IDPs are devised, implemented and reviewed in line with Welsh Assembly Guidelines

Role of the Deputy Head teacher

The Deputy Head teacher is responsible for:

- The day-to-day management of discipline within the school in conjunction with the Head teacher;
- Upholding, enforcing and articulating the school rules and Code of Conduct within the school community;
- Dealing with inappropriate behaviour as referred to following the hierarchical referral structure.

Role of the Senior Leadership Team

Members of the SLT are responsible for:

- Supporting the day-to-day management of behaviour and discipline within the school;
- Upholding, enforcing and articulating the school rules and Code of Conduct within the school community;
- Dealing with inappropriate behaviour as referred to following the hierarchical referral structure.

Role of the ALNCO

The ALNCO is responsible for:

- The early identification of pupils with BESD (Behaviour, Emotional and Social Difficulties)
- Writing, implementing and reviewing IDP's
- Liaising with and referrals to the relevant professionals for additional advice/support
- Liaising with and co-ordinating meetings and reviews of pupils identified as having emotional and behavioural difficulties;
- Providing advice/support/training for staff on strategies to promote positive behaviour and deal with inappropriate behaviour.

Role of the Teaching Staff

All members of teaching staff are responsible for:

- Supporting the day-to-day management of behaviour and discipline within the school;
- Upholding, enforcing and articulating the school vision and Code of Conduct within the school community;
- Dealing with day-to-day classroom management of behaviour and discipline
- The early identification of pupils with BESD
- Writing, implementing and reviewing IDPs in collaboration with the ALNCO where appropriate

Role of the TA's

TAs within the school are responsible for:

- Upholding and articulating the school vision and Code of Conduct within the school community;
- Supporting teaching staff in dealing with day-to-day classroom management of behaviour and discipline;
- Supporting a pupil with BESD, implementing an IDP and providing feedback to staff regarding pupil behaviour.

Role of the Lunchtime Supervisors

Lunchtime Supervisors are responsible for:

- Knowing, upholding and articulating the school vision and Code of Conduct within the school community;
- Maintaining discipline using the strategies agreed as a school.

Role of the Pupils

Pupils are responsible for:

- Knowing, upholding and adhering to the school vision and Code of Conduct within the school community;
- Using appropriate channels e.g. the School Senedd, etc, to support the development of positive strategies to support behaviour and discipline within the school.

Role of the Parents

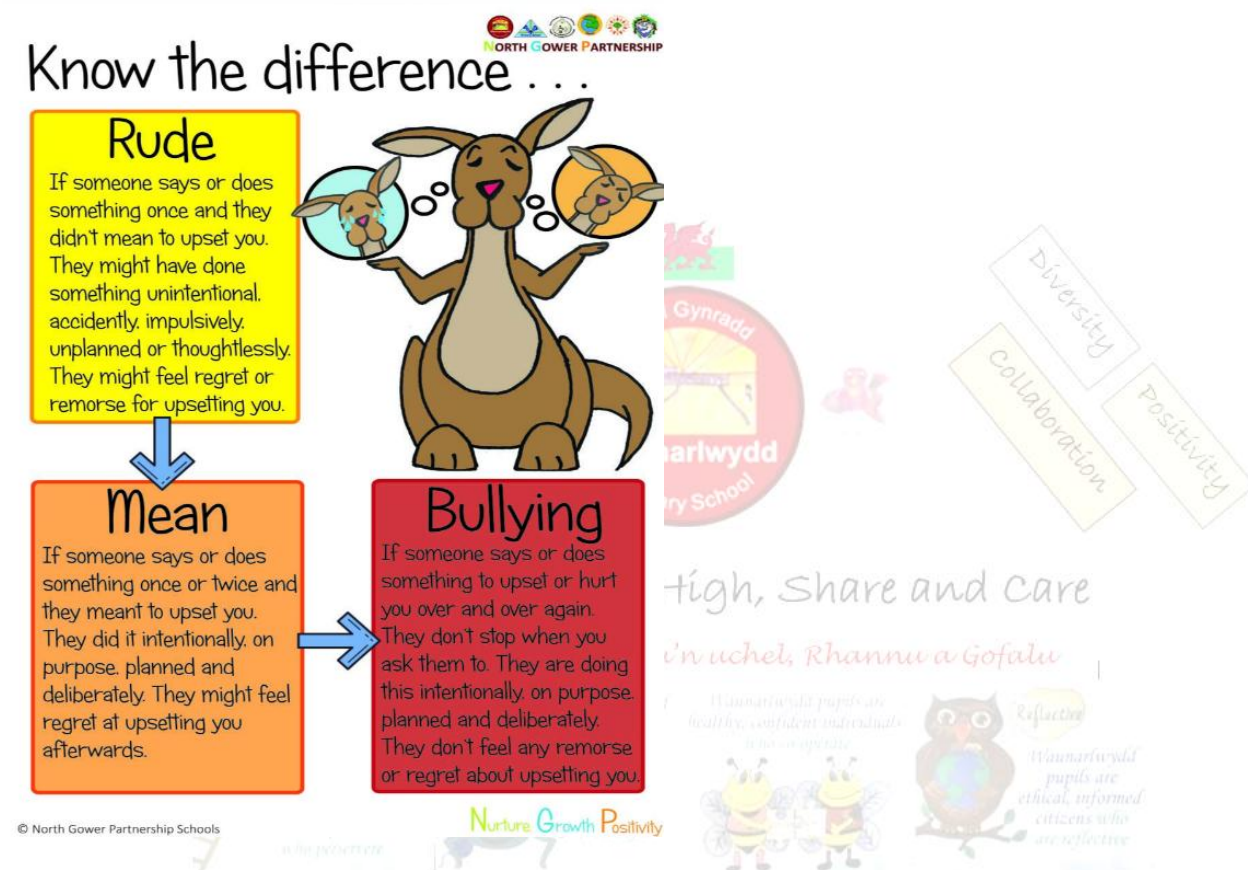
Parents can actively support the school in the development and maintenance of positive behaviour by:

- Recognising that an effective school policy requires close partnership between parents, pupils and the school
- Knowing, upholding and articulating the school vision and Code of Conduct within the school community;
- Discussing the school ethos with their child, emphasising their support of this and assisting when appropriate with any reinforcement

- Attending parents' evenings and school functions and by developing positive informal contacts with the school
- Recognising that teaching and learning cannot take place without high expectations of behaviour
- Trusting staff to deal with all incidents of behaviour with the best interests of the children at heart.

Anti-bullying

As part of the North Gower Partnership, at Waunarlwydd Primary we use the following definitions with the children.



At Waunarlwydd Primary School, all stakeholders, staff, governors, parents and pupils work together to create a happy and caring learning environment. Bullying behaviour, either verbal, physical, emotional or indirect, whether in person or online, will not be tolerated. It is everyone's responsibility to aim to prevent re-occurrences of bullying behaviour and to deal with any incidents quickly and effectively. It is to this end that the following strategies and procedures are used at Waunarlwydd Primary School:

- Pupils are made aware of what bullying is, (posters are displayed in all classrooms) and the sanctions that will be applied to anyone found using bullying behaviour;
- All staff watch carefully for early signs of distress in pupils which may be as a result of being bullied;
- Allegations of bullying behaviour are taken seriously and referred to senior management to be investigated fully

Where incidents of bullying behaviour are observed or reported, they are investigated fully in a caring, patient and sensitive manner. This includes:

- Discussing the incident thoroughly with the victim;
- Identifying the child/children engaged in the bullying behaviour – obtain witnesses where possible and inform the Deputy Headteacher / Headteacher;
- Discussing the allegations with the child/children displaying bullying behaviour

Where it is felt, having gathered evidence from all possible sources, that a pupil is being bullied, the following sanctions may be applied to the child displaying bullying behaviour:

- Withdrawal from favoured activities;
- Loss of playtimes;
- Parents are informed;
- Exclusion from school in severe cases.

As the behaviour of a child displaying bullying behaviour improves, favoured activities and privileges may be restored, and appropriate behaviour praised. It is important to remember that many incidents of bullying behaviour are because of the child displaying bullying behaviour having poor self-esteem, and this needs to be considered in the actions which follow finding out a child is guilty of bullying behaviour.

Following an incident or alleged incident of bullying behaviour, close observation and monitoring of the situation is necessary, with all necessary staff alerted to be vigilant, to ensure no repetition.

External Working Links

At Waunarlwydd Primary School we value the positive relationships that have been built between the school, community, Local Authority and Social Service Departments. We recognise the positive benefits that such multi-agency working partnerships bring to the school and work closely with a range of services and professionals to ensure the highest possible standards for the pupils attending Waunarlwydd. In promoting positive behaviour and creating the best possible environment in which teaching and learning for all pupils can take place, we actively work in partnership with:

- CAMHS InReach
- Behaviour and Learning support team
- Educational Psychologists
- The Primary Pupil Referral Unit
- LA Teacher Advisors
- Child and Family Health Team
- Child and family Services
- LA Parent and Pupil Support Unit
- Police Community Support Officers (PCSO)
- Education Welfare Officer (EWO)

Training

In order to ensure all staff, have the appropriate skills, knowledge and understanding to successfully support the development of positive behaviour, and deal effectively and in a consistent manner with inappropriate behaviour, a range of training opportunities are made available. These include:

- In-service training led by school-based staff;
- In-service training led by outside agencies or consultants;
- Centre based training led by the LA for teachers, TA's and governors;
- Local or national conferences featuring specialist speakers on the subject.

Identification and Assessment of Pupils with Emotional and Behavioural Difficulties

Universal behaviour systems are unlikely to meet the needs of all students. For those pupils who need more intensive support with their behaviour, a personalised approach is recommended. This may involve targeted interventions implemented by trained teachers; teachers reflecting on their classroom management techniques for the whole class may also be particularly beneficial for the individuals with greater needs. For pupils who are disruptive, targeted interventions are often most effective when adapted to the needs of the individuals involved. However, a tailored approach to support an individual's behaviour should complement the school's behaviour policy without lowering expectations of any pupil's behaviour.

At Waunarlwydd Primary School we aim to identify those pupils with emotional and behavioural difficulties as soon as possible, in order to be able to offer the most appropriate level of support and teaching strategies possible. Regardless of age, when a behavioural problem is first identified, staff must complete the identification pro-forma in order to bring the difficulty to the attention of the school ALNCO and the appropriate action taken.

The ALNCO, class teacher, pupils and parents will then work cooperatively in setting appropriate targets to be aimed for within a given timescale. If at the end of this timescale a pupil does not appear to be making the expected progress, the plan will be reviewed. If it is felt that concerns for the pupil's progress are growing, the pupil will move on within the staged referral process and strategies would be included in an IDP (individual development plan) will be drawn up collaboratively. The purpose of this is to focus more clearly and systematically upon the pupil's difficulties and offer a consistent and systematic approach to supporting the pupil.

When a pupil has behaviour targets, all staff that work with the pupil are made aware of the pupil's needs and the strategies to be implemented. It is intended that these documents will be reviewed regularly in order to evaluate the pupil's progress. If after reviewing the IDP, parents or the school are still concerned regarding the progress a pupil appears to be making, the pupil may then be referred to either the Educational Psychologist or LA Behaviour and Learning Team, in order that more specialised advice and support can be sought and built into future targets.

For a small minority of pupils who still do not make progress at this stage, and who find behaving in an acceptable manner difficult despite the support of the school, parents and outside specialists, a referral for a Formal Assessment of the pupil's needs may be necessary.

Appendix 1

Staff roles within staged system for dealing with inappropriate behaviour

Class Teacher

Responsible for:

- Dealing with day-to-day classroom management of behaviour and day to day incidents arising at playtime and lunchtimes

Senior Leadership Team

Using their professional judgement, the class teacher may refer pupils to a member of the Senior Leadership Team in the case of:

- Persistent inappropriate behaviour in class/playtime;
- Persistent poor academic performance
- Racial motivated comments.

All referrals to a member of the SLT to be noted in the class log books.

Using professional judgement, the SLT will refer on to the Deputy Head teacher if appropriate.

Deputy Headteacher

A pupil may be referred to the Deputy Headteacher in the case of:

- Follow-on referrals from the SLT members;
- Bullying;
- Insolence or disobedience to a member of staff;
- Refusal to follow direct instructions or to work;
- Abusive remarks to staff.
- Physical assault on another pupil/staff

All referrals to the Deputy Headteacher to be noted in the log book. Using professional judgement, the Deputy Head teacher, will refer on to the Headteacher, and where appropriate, parents will be notified.

Headteacher

A pupil may be referred to the Headteacher in the case of:

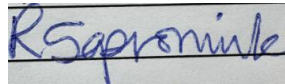
- Follow-on referral from the Deputy Headteacher;

- Physical assault on another pupil resulting in injury;
- Physical or offensive behaviour towards a member of staff;
- Truancy;
- Extreme anti-social behaviour.

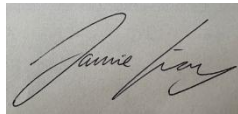
On referral to the Headteacher for the behaviours outlined above, parents will be called in to school to discuss the incident and the resulting action to be taken.

Signed by:

Mrs R. Soproniuk (Chair of Governors)



Mr J. Evans (Headteacher)



Autumn 2025 (6th Oct)



Work Hard, Aim High, Share and Care

Gweithio'n galed, Anelu'n uchel, Rhannu a Gofalu



We are a self-improving school with well-being at the heart. We are a learning community committed to nurturing, challenging and inspiring every child within 'Our School'