



Ysgol Gynradd Drury

Behaviour and Discipline Policy

November 2025



Date of review: Autumn 2027



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INTRODUCTION

Discipline at Drury Primary School is based on a behavior strategy which promotes positive attitudes towards behaviour and is founded on praise and rewards. Children make choices about their own behavior based on rules, rewards and consequences. Good behavior is a vital part of our school life as it permits and promotes learning and successful interpersonal relationships. Unacceptable behavior and breaches of discipline 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 made aware of, be involved in and be supportive of the school 'Behaviour and Discipline Policy' in order for it to succeed. The help and support of parents is essential. All members of staff have the responsibility to maintain this policy at all times.

AIMS OF THE POLICY

1. To make school an interesting, enjoyable, safe, secure and caring environment for children's learning.
2. To provide a structure in which children, adults and parents know what is expected of them and what strategies are provided to reward good behaviour and to deal with behaviour problems.
3. To encourage all children to care and look after each other.

We will work towards achieving these aims by:

1. Developing and fostering mutual respect between adults and children, children and children and adults and adults.
2. Building up self-esteem and self-worth by praising and rewarding good behaviour and by developing positive attitudes.
3. Providing effective discipline for effective learning.
4. Providing strategies to promote self-control and expecting children to take responsibility for their own actions.
5. Providing help and support where it is needed for any child who finds difficulty in managing their own behaviour.
6. Taking account of any disabilities or other protected characteristics of children or adults in the school



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Standards of Behaviour expected at the 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 avoid violence or retaliation
- not to use bad or abusive language
- not to bring into school sharp or dangerous instruments, tablets or other electrical equipment

RESPONSIBILITIES

In order to promote the Behavioural Aims of the school, there is a responsibility expected of the following Groups: -

STAFF - We aim to promote good behaviour through:

- A well-organised curriculum catering for the individual needs of the child.
- Lively and stimulating teaching.
- Showing that pupils' efforts are valued and that progress really matters.
- Ensuring that pupils are adequately supervised and monitored throughout the school.

All behaviour is communication. All staff have a collective responsibility for ensuring appropriate behaviour in school. Staff should communicate well with each other to ensure that incidences of inappropriate behaviour are dealt with appropriately and staff and parents are informed where necessary. Individual behaviour plans should be shared with all staff including mid-day supervisors. Rewards and sanctions are the responsibility of all staff.



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CHILDREN – We aim to promote good behaviour by: –

- Following the rules of Drury Primary School
- Working to the best of our ability and to allow others to do the same
- Treating others with respect
- Following the instructions of the school staff.
- Taking care of property and the environment in and out of school.
- Co-operating with other children and adults.

PARENTS – We aim to promote good behaviour by: –

- Making our children aware of appropriate behaviour in all situations
- Encouraging independence and self-discipline
- Being aware of school rules and expectations.
- Supporting the school and fostering good relationships through involvement in all aspects of our children's education.

Positive Reinforcements to Reward Appropriate Behaviour

Positive behaviour in school depends upon all members of staff playing their part in setting and reinforcing the same levels of care and discipline, so that continuity and uniformity may be reached. It is important to recognise and reinforce appropriate behaviour in school.

Positive reinforcers are: –

REWARDS – should be used e.g. stickers, positive comments on work, certificates work-stamps etc.

COMMENDATIONS/PRAISE in assemblies, from Headteacher, from class teacher, outside professionals (Nev) Dojo's, Work of the Week, Celebration Assembly



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CERTIFICATES, for example, Headteacher's Award

DISPLAYS – of children's work in class and around school.

DOJOS – used as an incentive for appropriate behaviour. Totals are made each week to find the winning class and they receive recognition in an assembly.

ABOVE AND BEYOND BEHAVIOURS – desired behaviours are highlighted in whole school assemblies

ACTION

"Schools must maintain discipline and good conduct to secure an orderly learning environment so that teaching and learning can take place. Schools will, therefore, need to adopt a range of strategies, including exclusion, to ensure they are providing an appropriate environment for all pupils".

(Pupil Support and Social Inclusion, National Assembly for Wales, Circular 3/99 paragraph 6:3)

Actions to address inappropriate behavior:

- A reminder (verbal "I have noticed... I need you to... Thank you for...")
- Spending time with other trusted adults which may diffuse the situation
- Loss of part of playtime / lunchtime
- The Head Teacher or a Deputy Head Teacher may meet with the child depending on their conduct
- If the incident is deemed serious enough a member of staff will phone parents

Consistent or severe misbehaviour may result in an IBP or fixed term exclusion being considered.



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EXCLUSIONS

Only the Head Teacher has the power to exclude a pupil from the school.

A decision to exclude a child for a fixed period or permanently will be taken only: -

- In response to serious breaches of a school's discipline and behaviour policy ie. Physical aggression/ causing harm to another child or adult/ defiance of adults

And /Or:

- Once the range of alternative strategies set out in the guidance have been tried and have failed

And/ 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.

In the interests of fairness, the pupil facing possible exclusion may be interviewed if they are willing and able to communicate, and given an opportunity to comment on what has occurred and, if necessary, to give his or her version of events. Witnesses will also be questioned to establish a broader picture of the event.

If the Head Teacher is in any doubt about whether the pupil was responsible for the incident, then exclusion as a disciplinary sanction will not be used.

A child may be excluded on a fixed-term or permanent basis for one or more of the following reasons. * A decision will be made on a pupil by pupil basis.

- Violence to staff
- Violence to pupils
- Defiance which may cause harm to themselves or others
- Disruptive behaviour
- Substance misuse



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- Bullying
- Racial Harrassment
- Sexual Harrassment
- Damage to property
- Verbal Abuse
- Threatening / Dangerous behaviour
- Possession / use of a weapon
- Theft

Parents should be informed by a telephone call and a face-to-face meeting. If the exclusion is longer than 5 days, the parents have the right to make representation to the School's Governing Discipline Committee.

Record Keeping

- School Records – Persistent or extreme misbehaviours should be recorded using CPOMs and the Head Teacher should be informed. Children will sometimes be asked to write their version of events, if they are able. Parents may be contacted to discuss behaviour and a home/school behaviour plan may be put in place.
- Individual Behaviour Plans may be written in conjunction with a child and their parents/guardians following a severe or persistent bout of inappropriate behaviour.
- One Page Profiles – these are used to support the child's learning, informing staff and supply teachers about which strategies are more effective with certain children.
- Referral to Other Agencies – where steps have been put in place to improve a child's behaviour (IBP, meetings with parents) a referral may be made to the Behaviour Support Team or other agencies. Where necessary a member of the team may meet with staff members and parents and may observe the child in school before agreeing on a way forward.



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Related Policies

This Behaviour Policy does not stand alone.

Other school Policies are also instrumental in effecting appropriate behaviour, namely:

- Anti-Bullying Policy
- Attendance Policy
- Positive Handling and Restraint Policy

Signed by chair of governors

Date:

Review:



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