

Ysgol Dyffryn School



Pupil Discipline and Rewards Policy

PUPIL DISCIPLINE AND REWARDS POLICY

Introduction

At Dyffryn we believe everyone is different and special. Each child will be encouraged to develop a sense of belonging derived from three factors:-

- a stable educational atmosphere
- a feeling of security
- a sense of significance

The school sets out to achieve a framework for coping with problems of welfare and discipline as part of an integrated structure. Such a framework recognises and places emphasis upon the need for a system of reward that will encourage pupils to give their best.

Good behaviour at our school is considered to be a necessary condition in order for effective teaching and learning to take place. At Dyffryn we attempt to create and sustain a positive, supportive and secure environment. An appropriate, challenging and well-planned curriculum is offered in the belief that the quality of its content, its delivery and its teaching methods are important factors affecting pupil behaviour.

To maintain high standards of behaviour we rely greatly on the support of parents. The majority of parents take their responsibilities seriously and work closely with the school to ensure their child develops a responsible attitude which society rightly expects.

It must be recognised that **all** staff and pupils should play an active role in ensuring there is a good discipline in the school at all times both in the classroom and around the school in general. There are particular problems inherent in a split site school, but staff should take a positive approach and strive to overcome them. It must be appreciated that it is the duty of all staff to ensure that the care of the children is of primary importance throughout the school day.

The aims of this policy are to clarify acceptable general standards and practices whilst outlining the measures to be taken in dealing with problematic situations.

Aims

At Dyffryn everyone will:-

- (a) Behave in a responsible manner at all times and demonstrate self-discipline.
- (b) Show consideration, courtesy and respect for the rights of others.
- (c) Demonstrate and develop an independence of mind, which leads to social responsibility and greater self-esteem.

(d) Demonstrate a respect for their environment.

Objectives

A Consensus on Essential Values

All staff, both teaching and non-teaching, will have a consistent approach to maintaining good behaviour, via a shared value system, with senior staff members showing effective leadership and concern.

High Expectations

Teachers will expect every child to work to the best of his/her ability, ensuring that every child experiences success and has the opportunity to take responsibility.

Challenging Teaching

Teaching staff at Dyffryn recognise that expectations of themselves and of their pupils are crucial in determining standards of behaviour. A stimulating environment, presentation and range of materials, which fully engage the pupil, will develop positive classroom attitudes. The curriculum, whilst meeting the demands of the National Curriculum, is designed to reflect the needs and interest of the pupils.

Parental Involvement

The school believes that clear messages must be given to pupils when they first enter the school. We expect parents to share responsibility for their child's behaviour and to support the school's Behaviour Policy. Parents will be informed of their child's behaviour, as appropriate.

Creating a Climate in which Pupils feel Secure

We believe that children learn best if they are confident in their ability to achieve, so a climate must be created in which a child feels secure and where self-esteem is allowed to develop. At Dyffryn we believe it is important to discover the source of unwanted behaviour. If we are able to understand what is wrong, we may be able to change the behaviour and make some steps toward solving the child's problem.

Dyffryn is an Equal Opportunities School, where any discrimination by anyone on grounds of gender, race, ethnicity or other characteristics will not be tolerated. Sexual, racial or other harassment, whether physical or verbal, will be addressed firmly and pupils will, through the whole curriculum, assemblies and school ethos, be made aware of the requirement to treat others fairly and with respect.

APPROPRIATE BEHAVIOUR IN CLASS

Appropriate behaviour in the classroom is associated with a number of influencing factors; lively and stimulating teaching, an environment which arouses curiosity and interest, work which is matched to pupils' abilities and pupils being involved in worthwhile activities and being encouraged to take some responsibility for their own learning. If all these factors are in place, pupils will respond in a positive way. (See Principles of Good Classroom Management – Appendix 3)

1. Setting Clear Standards of Behaviour

Teachers set specific and positive standards of behaviour and routines for their classes following school philosophy and statements. Praise and encouragement is to be given when these are adhered to, and sanctions applied when they are not. All classes will have a set of 'classroom expectations'. (Appendix 1)

2. Re-enforcing the Good

Teachers reward the behaviour which is being encouraged. Praise needs to be specific and rewards meaningful to the individual.

3. Whole Class Involvement

In some circumstances, the class as a whole can help a child monitor and modify his/her behaviour.

4. Group/Class Discussion

Teachers can use discussion times to talk about behaviour and share ideas with the children. Teachers should recognise the importance of a child understanding why their behaviour may need to be changed. Alternative behaviour needs to be suggested and demonstrated. Children should be encouraged to recognise and value positive behaviour in others.

DEALING WITH INAPPROPRIATE BEHAVIOUR

Discipline is a collective responsibility of everyone in the school and each member of staff benefits from a general improvement in attitude, expectation and behaviour of pupils. While this document identifies the roles of certain members of staff and standard procedures, every individual member of staff must make a determined effort to ensure good discipline inside and outside the classroom. 'Discipline' is not the sole prerogative of certain designated members of staff. N.B. 'Members of staff include teaching, support, secretarial, lunchtime supervisory, site managers, cleaning and catering staff.'

INAPPROPRIATE BEHAVIOUR IN LESSONS

Low Level Strategies

Each individual teacher is responsible for maintaining discipline within his or her classroom. Staff should rigidly follow the procedure outlined in this policy for dealing with any inappropriate behaviour. We at Dyffryn believe positive re-enforcement, through praise and encouragement will have a conducive effect on behaviour and learning.

- If inappropriate behaviour occurs during a lesson, a teacher may choose to tactically ignore the difficulty.
- Use simple, brief directional statements or rule reminders.
- Show quiet disapproval / body language / eye contact.
- Use direct rule statements.

Medium Level Strategies

If the above strategies are unsuccessful in altering the inappropriate behaviour, then the following should be used:-

- One to one reminder of classroom expectations. (Appendix 1)
- Re-focusing of pupil(s) onto task – internal movement of pupils.
- Reminding pupils of classroom expectations and stressing the consequences of their actions if they choose to ignore the teacher's instructions.
- Completion of conduct log (SIMS) if non-compliance with the above. These are monitored daily by Heads of Year and Assistant Heads.
- Placing pupils on day-to-day report via Head of Year.

High Level Strategies

It is essential for the maintenance of good order in school that sanctions are applied, and seen to be applied, fairly and consistently. If pupils choose to contravene the 'classroom expectations' they must face the consequences of their actions and one or more of the following sanctions will apply. These sanctions are published in every classroom alongside the expectations.

SANCTIONS

1. Reprimands

Each teacher must be firm in maintaining commonly accepted standards of behaviour. Conduct Log entries must be completed at every stage.

2. Extra Work

Ideally, exercises related to the subject, or at least relevant to the pupil's course – **not 'lines'**. A comment should be written in the Home Contact Diary.

3. Detention

Under Section 55OB of the Education Act 1996 schools have legal backing to detain pupils after a school session on disciplinary grounds. Individual teachers and departments can use this punishment. Lunchtime detention should be a maximum of 25 minutes, allowing the pupils 20 minutes for their lunch. After-school detention is held in both schools when appropriate and staffed by Heads of Year, Heads of Faculty and teaching staff. Parents and pupils must be given at least 24 hours' notice of detention. (Standard letter to be completed and given to pupils.) Names forwarded to Heads of Year

Detention can be held on any evening of the week by an individual teacher/department/etc. as long as the above procedure is adhered to. It will be the parents' responsibility to ensure the safe return home of their child. (Standard letter to be completed and given to pupils. Names forwarded to Heads of Year).

4. Removal from the Group/Class

Support from departmental and other colleagues will help to diffuse situations and allow for effective learning. Inter-departmental co-operation is essential for the good of the school and support of fellow staff. If pupils are unable to be sent to another classroom they are, in the first instance, to be sent to the Assistant Heads room. They will then ensure pupil is appropriately placed and supervised. This may trigger SEN School Action Referral and parents will be notified.

5. Parental Involvement

This is an effective deterrent with many, but not all. Interviews with parents will be held by Head of Year/Assistant Headteacher. Heads of Departments and departments can also make use of this action after first informing the Head of Year and Assistant Headteacher.

6. Removal of Privileges

Any pupil found to be in negative points based on the new achievement point system could lose the privilege of using certain areas, representing a school team, going on educational visits/holidays or holding school office. Staff would make representations to the relevant Head of Year or Assistant Headteacher before considering such steps.

7. On Report

Pupils 'On Report' are effectively under surveillance and this helps the individual teacher. It also counters casual truancy. (Stage Referral Identification – School Action possible by this point). Behaviour support may also be initiated at this stage through the use of:-

1. Report Sheet
2. KS3 Work and Behaviour Report Diary
3. KS4 Work and Behaviour Report Diary

8. Referral to Behaviour Support – Internal

Pupils are referred to the Learning Support Department to attempt to improve behaviour and social skills. Various strategies are initiated to get pupil behaviour to conform. (See Learning Support Department Handbook.) After a HoY referral to the ALNCO, a meeting will be arranged with carer/parents, pupil; Head of Year and ALNCO to develop an Individual Behaviour Plan. At this point pupils identified as possible permanent exclusions will be placed on a Pastoral Support Programme (PSP).

9. Outside Agencies

This would mean the pupil being referred at School Action Plus. The assistance of the Educational Psychologist, EBD support teacher and other appropriate support agencies will give advice to help pupils with severe problems. Their involvement is also essential in dealing with a very small minority of pupils who require removal to other institutions.

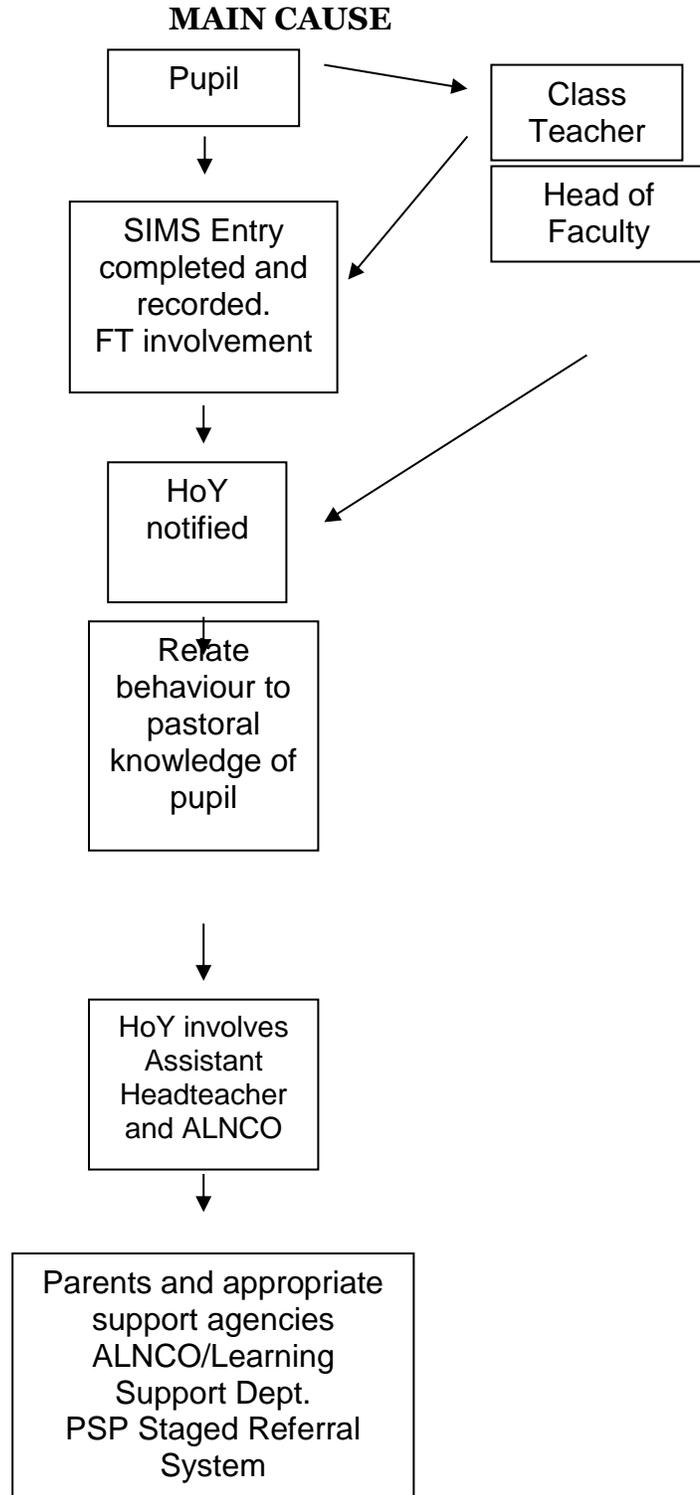
10. Exclusions

A temporary or permanent exclusion is appropriate:-

- In response to serious breaches of the school's discipline policy.
- If the range of strategies set out in this policy have been tried and failed.
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

PROBLEMS IN CLASS – UNACCEPTABLE BEHAVIOUR

Although the first responsibility for control lies with the class teacher, the school's structure provides support. Once all normal sanctions at the teacher's disposal have been implemented, the following courses of action will follow:



PROBLEMS OUT OF CLASS

- 1. Each member of staff should exercise control and direction of pupils** in and around the school, e.g. movement in corridors, excessive noise, disorderly conduct, loitering.
- 2. Where more serious problems arise** e.g. truancy, vandalism, smoking, fighting or insolence arising from confrontation, members of staff should take what immediate steps are possible to counter the problem. When the identity of the pupil(s) is/are established the appropriate Head of Year or Senior Leadership Team member needs to be contacted. The Head of year will inform the pupil's Form Teacher of the incident and take the appropriate action. Parents will also be contacted.
- 3. Prevention is better than cure.** Staff are required to be on duty on time to discharge their supervisory duties as efficiently as possible.
- 4. School Uniform.** The maintenance of the necessary standard of school uniform and general appearance is firstly the concern of the Form Teachers. Pupils who fail to conform after reasonable requests should be brought to the notice of their Head of Year.
- 5. Transport to and from School.** The school will work in partnership with the LEA, School Transport Team and the Bus Companies to ensure that pupils travel safely and comfortably to and from school. Should misbehaviour occur, the school will take action in line with the discipline policy, i.e. after-school detention or a letter to parents and, ultimately, exclusion depending on the offence(s). The school forms part of a contract between school, pupil, parent and Bus Company. Should individuals misbehave they may lose their right to travel on school transport.

Lunchtime Procedures – Relating to Behaviour

Any incident of poor behaviour occurring during the lunch hour should be reported by the Prefects or Lunchtime Supervisory Assistants to the senior members of staff on duty. If immediate response is required, support must be sought from Senior Staff. Normal strategies relating to sanctions on behaviour to be enforced from this point.

Bullying

In July 1999, after lengthy discussion by pupils, staff and the Governing Body, an Anti-bullying Policy was formulated and this is to be applied in **all** instances of reported bullying. (See Anti Bullying Policy).

Classroom Expectations

Enter classroom sensibly and prepare for your lesson. Take coats off and be ready to work.

Sort out any problems before the lesson starts then focus your attention on the teacher.

Only interrupt the teacher if you have a relevant question and do so by raising your hand. Ensure all work is completed to the best of your ability.



Everyone has the right to learn without distraction. Always show respect to fellow pupils and staff.

All homework is to be recorded in your Student Planner.

When the teacher tells you, pack away quietly and make sure all borrowed items are returned. Make sure the room is neat and tidy and, when dismissed, leave quietly. Remember, the bell is a signal for the teacher NOT the pupil



Good Choice

- ☺ Praise
- ☺ Note to parents in 'Home Contact Diary'
- ☺ Letter of praise from Head of Year
- ☺ Letter of praise from Headteacher
- ☺ Recognition for achieving targets and your potential
- ☺ Prizes for attendance
- ☺ Merit Awards
- ☺ Certificates for your 'Record of Achievement'
- ☺ Presentation of awards for Effort
- ☺ Presentation of awards for Academic Performance
- ☺ Qualifications
- ☺ A successful career



Bad Choice

- ☹ Reprimand
- ☹ Comment in Planner
- ☹ Conduct Slip
- ☹ Detention
- ☹ Referral to another class
- ☹ Referral to Head of Department
- ☹ Referral to Head of Year or Parents informed
- ☹ On Report
- ☹ Referral to Head of School
- ☹ Referral to Behaviour Support – in school
- ☹ Isolation
- ☹ Exclusion – fixed or permanent



Rewards

Sanctions

Make sure you make the right choice

CORRIDOR

- keep left
- single file when waiting to go into classroom
- keep all doorways free
- walk to your class, do not run
- do not leave bags in corridor
- keep noise to a minimum

HALL

- enter and leave the hall calmly and quietly
- always sit in an appropriate manner whilst in the hall
- put ALL litter in the bins
- respect school furniture and all facilities provided by school

PRINCIPLES OF GOOD CLASSROOM MANAGEMENT

Successful teachers tend to do more of the following:

- a) They remain calm and 'in charge'.
- b) They expect their pupils to behave and encourage them to do so.
- c) They understand that growing children make mistakes, as indeed teachers do.
- d) They understand that young people will change decisions but it is often the adult who has the final word. They try not to take adverse comment about themselves too personally.
- e) They listen, really listen to their pupils. They give total attention. They also talk to them a lot about objectives and show personal interest in a pupil's success and problems.
- f) They use reasonable language and behaviour, modelling the behaviour they want. They avoid sarcasm, but enjoy good humour. They smile a lot.
- g) They provide structure as a matter of course, not as a result of misbehaviour.

- h) They recognise good behaviour wherever and whenever it occurs. Something is always said or given. It helps at a time when criticism is necessary.
- i) They set learning objectives and convey them to pupils at the commencements of lessons.
- j) They organise a good environment for teaching and learning.
- k) They are on time and receive pupils in a positive, assertive style.
- l) They plan for each lesson and expect to get through a considerable amount of work. They have good pace, use higher language skills and raise standards continually.
- m) They organise for differentiation and review pupil progress weekly.
- n) They use phrases like “I need you to...” “I expect this...”.
- o) They have a discipline plan taught, used and trusted not subverted by indifference or anger.
- p) They give generous support to colleagues.
- q) They have a willingness to adapt to change and reconsider their teaching style where appropriate.
- r) They have a professional relationship with pupils and acknowledge them as important individuals in a complex organisation.
- s) They understand that children with a ‘difference’ have the right to be equally respected and included in any activity of their choice available in the school, i.e. to their peer group.
- t) They support parents rather than condemn them.
- u) They organise coursework and homework on a consistent basis and give feedback quickly and precisely.
- v) They encourage self-confidence by providing sessions for pupils to speak out with confidence, knowing their (appropriate) contribution is valued and can be built upon.
- w) They provide interactive discussions that are planned so that pupils can develop their thoughts and be constructively challenged by their peers and teachers.
- x) They can also respect the ‘silence’ of some pupils who by nature find public contributions intimidating.
- y) They recognise that they are making a significant contribution to the welfare of this nation and commend themselves for it. (But not enough.)

REWARDS POLICY

School must be more than merely a place where a child has to complete set work. We must set out to encourage a sense of belonging, community and ownership. If a child can, in some way, believe that he/she is part of the school society, then it can only assist in the creation and maintenance of a happy and stable atmosphere.

The school is continually developing and extending a range of events and activities which will encourage that sense of belonging.

Rewards are applied by teachers **but** are triggered by pupils.

Rewards should be given in as many areas of school life as possible (so they are accessible for all pupils) and should form a continuous process throughout the school year.

Rewards which will be seen as successful and effective depend on:-

- FACTS NOT FEELINGS
- PROFESSIONAL JUDGEMENT
- RECORD KEEPING
- CONSISTENCY
- FAIRNESS
- PERSISTENCE
- THEY MUST BE GENUINE, SPECIFIC AND APPROPRIATE

Rewards Scheme

AIM: To nurture a culture of positive achievement and behaviour.

The scheme is divided into two sections:

- Attendance
- Achievement and contribution to school life

Attendance – to be administered by Heads of Year

- Attendance data for year group/form to be printed and displayed regularly.
- Pupils who achieve 100% attendance for the whole year will be presented with a certificate and voucher during the awards ceremony.

Achievement and contribution to school life – to be administered by all staff

- Every half term, commendation letters or postcards are to be posted home to pupils who are identified by their Head of Year as being particularly deserving. This may be for something special or something specific. The Headteacher will sign the letters.

Award Assemblies

- Key Stage 3 and 4 (Years 7 – 10). Pupils are rewarded with a certificate and a voucher based on the number of achievement points gained during the year. One overall prize is presented to the pupil with the highest points in the whole school. One prize is presented to the pupil with the highest points in each year group and one prize presented to the pupil in the highest points in each form. Each award assembly to be held in school towards the end of the Summer Term. Also Years 7 – 10 to be presented with special awards, e.g. Sportsman/woman of the Year, Charity Awards, attendance awards for those achieving 100% for the year.
- Year 10 end of year reward will be to be selected as a school prefect.
- Year 11 whole school awards ceremony to be held in November/December. Year 11 to be presented with their GCSE certificates and special academic and sporting awards/achievements.

All parents will be invited to the Year 11 whole school awards evening.

Approved by Governors on 20th September 2016

Signed Chair of Governors

Review on September 2017