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'Every child, every chance, every day'
'Pob plentyn, pob cyfle, pob dydd'

Pupil Discipline Policy

Policy Number	Date Reviewed	Date of Next Review
YBGP29	February 2018	February 2021

As outlined in the School Prospectus, a positive approach is taken towards discipline and good behaviour whereby the children learn to respect and co-operate with each other through good example and praise for good effort and thoughtfulness towards others.

It is also recognised that the relationship between pupil and adult is to be set on a firm professional basis, which will therefore leave no room for the misinterpretation of any act or instruction. It is therefore important that when staff have dealings with the children in the school it is in compliance with the policy for care and control see page 2.

For teaching staff, the duty of care is set out in the School Teachers' Pay and Conditions Document:

"Teachers are required to maintain good order among the pupils and to safeguard their health and safety, both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere."

Linked to this duty of care, they also have a duty to act in loco parentis in the manner of caring and reasonable parents. This applies to all pupils in their charge or for whom they are responsible at any one time.

We are all aware that corporal punishment has been abolished which not only includes the use of the cane, but also other forms of physical chastisement such as slapping, punching, pushing, prodding, throwing missiles and any other such forms or rough handling.

It should be noted that the law does recognise certain justifications for the use of physical force in both civil and criminal cases, e.g. self-defence and the prevention of crime. In addition, it is recognised that there will be the occasional need for a teacher or other member of staff in the course of their duty to use positive handling in order to handle pupils for instance, to break up a fight between pupils or to prevent a pupil running along the corridor in such a way as to endanger himself/herself, others, or school property. However, the element of force involved must not be more than reasonably necessary in the circumstances.

Teachers and other staff who intervene physically, often on the spur of the moment to avert an immediate danger, will be protected in the eyes of the law, provided they use reasonable and moderate force.

To help in the discharge of our responsibilities and duties in relationship to the care and control of pupils we aim to cover the following areas in the policy:

1. Child protection procedures;
2. Discipline, care and control procedures;
3. Staff protection procedure;
4. Staff induction and training.

CHILD PROTECTION PROCEDURES

To protect pupils in its care and to comply with the recommendations of the DES the school has a duty to refer any concerns about the well being of its pupils to the Social Services Department.

When it is suspected that a child has been abused (following the definitions of child abuse in Flintshire County Council Child Protection Procedures) the Head teacher must be immediately informed of the concern. The Head teacher will, without delay contact the Team Manager, Social Services Department.

Following advice, the referral will be confirmed in writing and sent to the Chief Officer (Education & Youth) for the attention of the Coordinator of Support Services.

DISCIPLINE, CARE AND CONTROL PROCEDURES

The management of behaviour will be an integral part of the curriculum which teaches appropriate and relevant social skills to all pupils, thus allowing them to participate fully in the life of their home, school and local community.

We believe this to be important for the following:

- To ensure the safety and well being of that pupil;
- To ensure the safety and well being of other pupils;
- To ensure the safety and well being of members of staff or of the general public;
- To protect the environment;
- To protect the pupil from self-inflicted abuse or injury;
- To divert a pupil from an inappropriate to an appropriate behaviour;
- To curb or divert obsessive behaviour in order to allow learning to take place;
- To teach pupils to have self-control, and subsequently to take responsibility and be accountable for their actions;
- To teach pupils that actions and choices have consequences;
- To allow a pupil to develop and demonstrate positive abilities and attitudes.

As outlined previously we take a positive approach towards discipline and good behaviour by seeking to meet the needs of individual children and by them learning to co-operate with each other through good example and thoughtfulness towards others.

BULLYING/RESPECTING OTHERS

We are aware that from time to time children can be teased, threatened, picked on, call each other names or be bullied, i.e. the wilful, conscious desire to hurt, threaten or frighten someone.

Through the School's caring philosophy we aim to prevent this sort of behaviour occurring in school. This is achieved by adopting a caring, co-operative ethos through both personal and social education and cross-curricular themes. In addition to teaching social behaviour by drawing on incidents as they occur in the daily life of the school, we aim to teach social skills in a conscious and systematic way, e.g. through our assemblies, and co-operative activities such as concerts, Urdd clubs, parties, etc.

- To provide strategies for children on how to cope with others that tease and distress them.
- To devise ways of rewarding non-aggressive behaviour;
- To discuss with parents how to change their child's behaviour to conform with the school's ethos;
- To tackle everyday racist and sexist language that many adults use.

In fulfilling these aims the following is offered as guidance to staff;

- Watch for early signs of distress in pupils – deterioration of work, spurious illness, isolation, the desire to remain with adults, erratic attendance. Whilst this behaviour may be symptomatic of other problems, it may be the early signs of bullying;
- Listen carefully and record all incidents;

- Offer the victim immediate support and help by putting the school's procedures into operation.
- Make the unacceptable nature of the behaviour and the consequences of any repetition, clear to the bully and his/her parents;
- Ensure that all accessible areas of the school are patrolled at break, lunchtime, between lessons and at the end of the day.
- Use all the pupils as a positive resource in countering bullying and discuss the advice given in the book "Bullying a Positive Response". Peer counselling groups may be used to resolve problems. Pupils can also be used to help shy children or newcomers feel welcome and accepted. Sexual and racial harassment also need to be discussed and dealt with.

The following steps may be followed in recording incidents of bullying and also a means of conveying to all concerned how seriously the school regards bullying behaviour:

- The bullied pupil should record the events in writing if age appropriate
- The bully should also record the events in writing if age appropriate
- The teacher and/or a senior colleague should record their discussions with both parties;
- The parents/carers of the pupils involved should be sent copies of all reports, and the reports placed in the respective pupil's files until the child leaves the school.

RECORDING INCIDENTS & SANCTIONS - see also Safeguarding Policy, Anti-bullying Policy and Safeguarding file.

The following are kept in the school:

- An Incident Book to record to record minor incidents; Incident Form in Safeguarding file for other incidents.
- Any incident involving a person who is a pupil, or is employed at the school which results in personal injury, to themselves, or some other person, or damage to property;
- Any loss of, theft of, or damage to property
- Any other incidents or matters of a serious nature;
- Parents Complaints Book to record complaints concerning the discipline or behaviour of children or more general complaints.
- Complaints against parent's behaviour recorded on child's file.

These books are kept in the school for the purpose of being available during formal inspections by those having authority.

The incident book is intended to record any event at school which may give rise to disciplinary or legal action or be the subject of subsequent injury or become a matter of public interest. Regulations cannot comprehensively prescribe what should be entered but head teachers will use their discretion for recording such matters.

Examples for inclusion would be injury to persons; damage to property; serious or recurrent disciplinary problems involving pupils or staff; absconding by pupils.

Major measures such as exclusion will be recorded within an individual pupil file and reference made to this in the school's incident book.

When incidents of a serious nature occur, it is necessary for members of staff involved, or witnessing the incident, to make a detailed report as soon as possible afterwards. Such reports should always be annotated with the time and date of such incidents and should be signed by the staff concerned.

Following an incident involving positive handling by a member of staff under school provision, a full factual report on the events before, during and after the incident must be entered in the school incident book. A copy of this record should be placed in the pupil's personal file, along with written reports from witnesses.

The incident form should be made by the member of staff concerned who should sign and date it.

The report must include:

- Details of when and where the incident took place;
- Circumstances and significant factors which led to the incident;
- The duration and nature of any physical restraint used;
- The names of pupils and staff involved;
- A description of any injury sustained by pupils or staff;
- A description of any action taken after the incident.

The incident record will be made available for inspection by appropriate officers of authority and/or governing body. After three recordings of inappropriate behaviour, a letter will be sent home showing targets and sanctions agreed with pupil, the parent signs it and returns it to school.

The head will interview all pupils and staff involved in, or who witnessed the incident and keep a record of their reports.

If the head is involved in the incident the Principle Primary officer will become involved, Mrs. Clare Homard at County Hall.

The pupil's parents, the Principal Primary officer and/or the chair of the governing body must be informed as soon as is practicable after any incident in which it has been necessary for a member of staff to intervene physically or apply positive handling.

If it becomes necessary to intervene physically with a particular pupil with any frequency or to restrain the pupil for a long period, then strategies for managing the child and/or placement would be reviewed in consultation with the school's educational psychologist, child psychiatrist or any other professional agencies that may be involved, e.g. Social Services Department.

It is recognised that staff who have been called upon to intervene physically in an incident, or to apply positive handling, are likely to be affected by the experience and will require support following such an incident. Members of staff who have been victims of assault may need special support to cope with the experience they have had and to re-establish confidence.

Arrangements should be made for such staff to receive counselling and support at the earliest opportunity. This could be provided by senior colleagues, advisors from the LA or by facilities provided by the authority or other agencies.

STAFF COMPLAINTS PROCEDURE
(Please refer to Staff complaints Procedure for full information)

If the head teacher receives a complaint from a member of staff who has been assaulted by a pupil or parent he/she will:

- Provide immediate support and help to the member of staff to deal with their reactions to the assault and to re-establish confidence;

- Report the incident to the Chief Officer (Education & Youth), (for the attention of Principle Primary Officer) and/or Chair of Governors. The member of staff concerned should receive a copy of the Head's report which should include the incident report.
- If appropriate, inform the police of the incident. In exceptional circumstances, the member of staff may not wish the police to be involved; the member of staff's wishes should be respected. The member of staff clearly has the right to report the incident personally to the police;
- Ensure that the member of staff's union or professional association is represented at any meeting held to discuss the incident, if the member of staff so wishes.

STAFF PROTECTION PROCEDURES
As stated previously it is recognised that relationships with pupils and staff must be of a firm professional basis. Members of staff therefore should avoid putting themselves in situations which might give rise to accusations of assault or abuse.

We pride ourselves on the good relations we have in Ysgol Brynffordd School with pupils and parents, however, we do recognise that all relationships are to be of a professional basis.

As a matter of general guidance in this respect the following examples of good practice should be followed.

- Whenever possible supervise or escort children in groups rather than on an individual basis;
- When changing for Physical Education supervise class/groups of children;
- Interview individual children in the presence of another member of staff.

The overriding aim is to minimise all possible opportunities for allegations of abuse to be made.

If any allegations are made they will be recorded in the Incident Book and procedures outlined in that section will be followed.

STAFFING INDUCTION AND TRAINING

All staff will have a copy of this policy and be made aware of its content in staff meetings. In the light of experience, procedures will be reviewed from time to time in discussion with staff, governors and LA officers.

All new members of staff will be given a copy of this policy in their file, together with other school policies.

To keep abreast of revised procedures staff will attend appropriate INSET courses or meetings. At present the Head teacher acts as Child Protection Coordinator and attends appropriate courses and then disseminates the relevant information to other members of staff meetings.

Complaints by parents

For complaints by parents please firstly refer to the class teacher in accordance with Complaints Procedure.

Brief steps to take:

1. Speak to class teacher
2. If concern unresolved speak to Headteacher
3. If concern still unresolved see a Parent Governor or write to the Chair of Governors
4. If concern still unresolved write to the Local Authority, County Hall, Mold

A copy of this policy is available on the school website.