Pembroke Dock Community School is a Rights Respecting School. We put the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in relationships between all adults and pupils.

The policy relates to the following articles:

**Article 3**: All organisations concerned with children should work towards what is best for each child.

**Article 12**: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

**Article 19**: Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

**Article 28**: Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

**Article 29**: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures.

**Article 39**: Children who have been neglected or abused should receive special help to restore their self-respect.

In order to create an environment where bullying is not acceptable, we educate our children and staff about the rights of children and appropriate ways of behaving. This includes the creation and review of charters based on the UNCRC.

As a Gold Rights Respecting School, children's rights are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens. Our aims are as follows:

- To place pupil voice and participation at the heart of learning and school life.
- To encourage and involve families and the community in the work of the school.
- To develop a school with a strong Welsh ethos where pupils are proud to use the Welsh language.
- To ensure that every child becomes the best that they can be, academically, physically, emotionally and socially.
- To create an atmosphere that will develop ambitious, capable learners ready to learn throughout their lives.
- To encourage children to become enterprising, creative contributors ready to take their place in the world.
- To develop healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.
- To promote ethically informed citizens who are ready to take their place in Wales and the world.
Aims

- To develop in the children a sense of self-discipline and acceptance of responsibility for their own actions
- To promote telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creating accountability
- Where pupils are encouraged to have respect for their responsibilities, laws and all forms of authority
- To create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members and where there is proper concern for our environment
- To ensure that the school is a safe environment for all pupils and staff
- Emphasis is on the positive and achieving the right disciplinary framework to maintain the positive ethos of the school

These aims are best achieved in a relaxed, pleasant atmosphere in which pupils are able to give their best, both in the classroom and out, and are encouraged and stimulated to fulfil their potential.

All pupils will have the opportunity to regularly link their experience with Values Education, KiVa (anti bullying programme), PSE and Circle Time. Through Restorative Practice daily ‘check-in and check-out’ sessions, pupils develop circle skills, taking turns, listening to others, develop a sense of responsible community.

Every child has a right to learn and no child has the right to disrupt the learning of others.

This demands a positive policy encouraging appropriate attitudes through rewards and praise. We aim to prevent unacceptable behaviour than to react to it with sanctions. The school uses Restorative approaches to deal with any negative behaviours. This works by a neutral facilitator focusing attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the same questions and everyone given the same opportunity to speak.

The controlled equality ensures the process is seen as fair. This encourages the truth and provides a safe environment so that responsibility can be acknowledged and genuine remorse felt. It is this feeling of remorse drawn out by the process that creates accountability.

By looking at what harm has been caused it brings the participants together to develop a solution. This allows them to take ownership of their solution making it much more likely to succeed. It not only allows the harmer to see the impact of their behaviour but also allows the "harmed" person the opportunity to see if they contributed to the conflict in anyway by their own behaviour. Both participants are then able agree their own joint contract of how they are going to treat each other in the future, this gives them a personal stake in the success of the contract.

Through the use of restorative practices, participants:

<table>
<thead>
<tr>
<th>Develop</th>
<th>truth telling skills, responsibility, accountability</th>
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</thead>
<tbody>
<tr>
<td>Learn about</td>
<td>real impact of actions, consequences</td>
</tr>
<tr>
<td>Are able to</td>
<td>make amends, show remorse, change behaviour, agree a way forward</td>
</tr>
</tbody>
</table>

As a school, we understand that a child’s behaviour may be a reaction to personal circumstance, a diagnosed condition, or a specific learning need. We actively seek to understand and support each and every child through giving behavioural targets and using possible involvement of outside agencies (Educational Psychologist, BSO, PSO, PRU).
**Rights and responsibilities**

Pupils are made aware of their rights and responsibilities in school. Every new pupil is given a home school agreement and parents are made aware of the importance of talking to their children about their rights and responsibilities.

Pupils are more likely to acknowledge their rights and responsibilities if they are clearly understood, consistently applied and seen to be reasonable and effective. As part of our pupil voice, pupils are actively involved in developing our behaviour charters which link their rights, responsibilities and consequences. Pupils need to see that this charter is applied consistently and fairly. It is also important that our policy takes account of pupils’ special needs, particularly those of an emotional and behavioural nature.

We encourage all pupils to: **act with courtesy and consideration for others at all times.**

This means that we:

- Respect our self, each other, staff, property and our school
- Are proud of ourselves and our school and stand up for what we believe in
- Are friendly, kind, show consideration and be cooperative
- Show tolerance towards others, respecting their views
- Are honest, trusting and hard-working
- Are polite, well-mannered and well-behaved
- Take responsibility for our words, actions and how we make others feel (See Anti-Bullying policy)
- Make the most of our learning opportunities and nor disrupt others from learning
- Use equipment safely and carefully
- Care and Share
- We will move gently and quietly around the school.
- We will be good ambassadors when representing the school.

- Use ICT and digital technology in a friendly and kind manner. We will not use digital technology to be unfriendly, unkind or uncooperative.
- Take responsibility when working online and report any issue or problem immediately

**Rewards and Sanctions**

For effective discipline, the emphasis should be on the **positive** side of encouragement and praise rather than the more negative rule of criticism and sanctions. When necessary, any criticism or sanction should always be constructive, giving reasons and advice on how to improve and explain what he/she should be doing. Through the restorative approach, both the victim and wrongdoer look at what harm has been caused and consider a solution that might include sanctions that they themselves suggest. This allows them to take ownership of their solution making it much more likely to succeed. Staff may also be involved at this point to ensure sanctions are suitably matched to the behaviour exhibited.

Most instances which merit the use of restorative practice can be dealt with by the class teacher or support staff. In more serious cases, trained conference facilitators will meet with both parties to mediate a solution to the harm caused by an incident.

**Rewards**

Examples of rewards that are used:

- Praise
- Agreed age appropriate reward systems in each year group e.g. name in the jar, house points, stickers, stars, golden time.
- The school’s marking policy – picking out specific points or ideas for positive comment
- A visit to another member of staff/Head of Year for commendation
- A visit to the Head Teacher
- Favourable comments in reports

**Restorative Sanctions**
Whatever the sanction, it is less likely to be effective if over used. The child needs to understand that it is the behaviour which is unacceptable rather than it being the pupil him/herself. With the restorative approach, pupils may suggest what they believe to be an appropriate sanction, which will be agreed with a member of staff, who will in turn ensure that it is carried out. Examples of sanctions that are used are:
- A disapproving look
- A quiet word
- A reprimand
- A change of seat
- Thinking chair (FP)
- Traffic lights
- Exclusion from class for a period but within the school building
- Year group behaviour charter
- Withdrawal of break or part of lunchtime break and to encourage them to reflect upon their behaviour.
- Loss of privileges e.g. the opportunity to represent the school is withdrawn/ school trip withdrawn
- Daily behaviour diary between home and school and/or weekly meetings with parents
- Exclusion – following LEA procedures
- Expulsion

**Behaviour Charters**
Through pupil voice, a behaviour charter has been established in the Year 1 and 2, 3 and 4 and 5 and 6 wing. Pupils along with teachers have produced a charter which links pupils’ responsibilities to behaviours and their rights. They have developed consequences linked to their rights and consequences for repeated patterns of behaviour.

**Year 1 and 2**

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Responsibility</th>
<th>Consequence</th>
<th>Required Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article 19 You should not be harmed and should be looked after and kept safe.</td>
<td>I will not deliberately physically hurt other children or adults (fight, punch, hit, kick, slap, poke, restrain etc.) Pupils: play safe and nicely with others. Staff: to make sure all pupils are safe and keep an eye out for any hurtful behaviour.</td>
<td>Your name will be on the red traffic light and you will lose one break. Inform Mrs Thomas.</td>
<td>Follow up meeting with parents/guardians/pupil/Mrs Thomas/Mr Jenkins/HOW/HOY/Mrs Proud</td>
</tr>
<tr>
<td>Article 37 The right to be treated fairly</td>
<td>I will be polite to adults and other pupils and will not ignore them. Pupils: listen and follow instructions. Staff: to make instructions clear.</td>
<td>Your name will be on the amber traffic light and you will lose one gameplay. Inform Mrs Thomas.</td>
<td>Follow up meeting with parents/guardians/pupil/Mrs Thomas/Mr Jenkins/HOW/HOY/Mrs Proud</td>
</tr>
<tr>
<td>Article 19 You should not be harmed and should be looked after and kept safe.</td>
<td>I will be kind to everyone and will not call other names. Pupils: I will be polite to all staff and pupils if I can't say anything nice I will not say anything at all. Staff: all children treated fairly using charters.</td>
<td>Your name will be on the amber traffic light and you will lose one break time. Inform Mrs Thomas.</td>
<td>Follow up meeting with parents/guardians/pupil/Mrs Thomas/Mr Jenkins/HOW/HOY/Mrs Proud</td>
</tr>
<tr>
<td>Article 37 The right to be treated fairly</td>
<td>I will use good manners at all times. I will not swear/use of inappropriate language/ use rude hand signs</td>
<td>Pupils: treat respect at all times. Staff: show respect to the pupils.</td>
<td>You will have a meeting with your class teacher and online safety leader - Mr Jenkins to discuss the consequence. The behaviour will be logged. Parents and Guardians informed. Mrs Thomas informed.</td>
</tr>
<tr>
<td>Article 19 You should not be harmed and should be looked after and kept safe.</td>
<td>When using digital tech online, I will not: Be rude to other people Use other passwords Click on unknown links Share inappropriate content Pupils and Staff to be: Smart - Share with Core Alert – Not fall for fake Strong – Be secure Kind – be kind online Brave – Talk it out</td>
<td>You will have a meeting with your class teacher and online safety leader - Mr Jenkins to discuss the consequence. The behaviour will be logged. Parents and Guardians informed. Mrs Thomas informed.</td>
<td>Follow up meeting with parents/guardians/pupil/Mrs Thomas/Mr Jenkins/HOW/HOY/Mrs Proud</td>
</tr>
</tbody>
</table>
**Year 3 and 4 Behaviour**

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Responsibility</th>
<th>Consequence</th>
<th>Repeated Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article 19 You should not be harmed and should be looked after and kept safe.</td>
<td>I will not deliberately physically hurt other children or adults (fight, punch, hit, kick, slap, poke, retailete etc...) Pupils - stay safe and nicely with others. Staff - to make sure all pupils are safe and keep an eye out for any harmful behaviour.</td>
<td>You will lose break and lunch for 3 days, lose 20 minutes of golden times and parents will be informed. Inform Mrs Thomas.</td>
<td>Follow up meeting with parent/guardian, pupil. Mrs Thomas/Mr Jenkies/HOW/HOY</td>
</tr>
<tr>
<td>Article 37 The right to be treated fairly</td>
<td>I will be polite to adults and other pupils and will not ignore them or refuse to work. Pupils - listen to, follow and act on instructions. Staff - to make instructions clear.</td>
<td>Lose one play and lose 10 minutes of golden time.</td>
<td>Follow up meeting with parent/guardian, pupil. Mrs Thomas/Mr Jenkies/HOW/HOY</td>
</tr>
<tr>
<td>Article 19 You should not be harmed and should be looked after and kept safe.</td>
<td>I will be kind to everyone and will not call people names. I will not useracial language.</td>
<td>Pupils - I will be polite to all staff and pupils. If I can't say anything nice I will not say anything at all. Staff - each child treated fairly using charter.</td>
<td>You will lose your break and lunch for 1 day, lose 20 minutes of golden time. Inform Mrs Thomas.</td>
</tr>
<tr>
<td>Article 37 The right to be treated fairly</td>
<td>I will use good manners at all times. I will not swear/use inappropriate language/ use rude hand signs. Pupils - to show respect at all times. Staff - show respect to the pupils.</td>
<td>You will lose break and lunch play for 1 day, lose 20 minutes of golden time and parents will be informed.</td>
<td>Follow up meeting with parent/guardian, pupil. Mrs Thomas/Mr Jenkies/HOW/HOY</td>
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<tr>
<td>Article 19 You should not be harmed and should be looked after and kept safe.</td>
<td>When using digital tech online, I will not: Be unkind to other people Use other passwords Click on unknown links Share inappropriate content</td>
<td>Pupils and Staff to be: Smart - Share with Care Alert - Not fall for fake Strong - Be secure Kind - Be kind online Brave - Talk it out</td>
<td>You will have a meeting with your class teacher and online safety leader. Mr Jenkies to discuss the consequence. The behaviour will be logged.</td>
</tr>
</tbody>
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**Year 5 and 6**

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**Year 5 and 6 Behaviour Charter**

<table>
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<tr>
<td>Article 19 You should not be harmed and should be looked after and kept safe.</td>
<td>I will be kind to everyone and will not call other people names.</td>
<td>Pupils - I will be polite to all staff and pupils. If I can't say anything nice I will not say anything at all. Staff - each child treated fairly using charter.</td>
<td>You will lose break and lunch play for 1 day. Support from Mrs Thomas.</td>
</tr>
<tr>
<td>Article 37 The right to be treated fairly</td>
<td>I will use good manners at all times. I will not swear/use inappropriate language/ use rude hand signs.</td>
<td>Pupils - to show respect at all times. Staff - show respect to the pupils.</td>
<td>You will lose break and lunch play for 1 day, lose 20 minutes of golden time and parents will be informed.</td>
</tr>
<tr>
<td>Article 28 Your right to learn and go to school</td>
<td>I know I am in school to learn and will not refuse to learn.</td>
<td>Pupils - I will attend all my lessons. Staff - make sure all pupils understand what they are learning and make the lessons interesting.</td>
<td>2 minutes phone call home, meet to talk and break time play (Support from Teacher).</td>
</tr>
<tr>
<td>Article 37 The right to be treated fairly</td>
<td>I will use good manners at all times.</td>
<td>Pupils - to show respect at all times. Staff - show respect to the pupils.</td>
<td>You will lose break and lunch play for 1 day, lose 20 minutes of golden time and parents will be informed.</td>
</tr>
<tr>
<td>Article 38 You should not be harmed and should be looked after and kept safe.</td>
<td>I will not deliberately physically hurt other children or adults (fight, punch, hit, kick, slap, poke, retailete etc...) I will not use racial language.</td>
<td>Pupils - play safe and nicely with others. Staff - to make sure all pupils are safe and keep an eye out for any harmful behaviour.</td>
<td>You will lose break and lunch play for 1 day. Support from Mrs Thomas.</td>
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<td>Pupils and Staff to be: Smart - Share with Care Alert - Not fall for fake Strong - Be secure Kind - Be kind online Brave - Talk it out</td>
<td>You will have a meeting with your class teacher and online safety leader. Mr Jenkies to discuss the consequence. The behaviour will be logged.</td>
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</table>
**Classroom Organisation – maintaining discipline**

Problems are normal – children will often test the boundaries of acceptable behaviour.

- Relationships are vital. If pupils are greeted with a smile and a friendly word, they are likely to respond positively. If they are aware that we are interested in them as individuals, they are more likely to have respect.
- Maintain high expectations of behaviour and work at all times
- Well prepared and stimulating lessons generate good behaviour
- Keep everyone occupied, challenged and motivated
- Work that is well differentiated will ensure all pupils have success and gain a sense of achievement
- Keep an attractive, tidy, organised room with interesting wall displays
- Insist on tidiness from the children – books and equipment to be tidied away
- Develop and encourage independence in all pupils
- Insist on care of books, equipment and furniture
- Insist on high standards of presentation in books
- Insist that the behaviour charters are followed by all pupils at all times
- Aim to head off problems before they occur. Good humour can often diffuse an awkward situation.
- Classes should not be left unattended

The organisation of activities by Buddies at playtimes assists in maintaining good discipline in the playground.

Please also refer to the School Anti-Bullying Policy document and LEA Exclusion Policy documents.

Parents and pupils have been consulted and their views have been incorporated into the review of this policy.

Review annually.