



Ysgol Gynradd Afon y Felin Primary School

Positive Behaviour and Discipline Policy- OCTOBER 23

Introduction

At Afon y Felin Primary School we expect everyone to behave in a responsible manner, showing consideration, courtesy and respect for other people at all times. Everyone is valued and treated as an individual and we encourage all pupils to take responsibility for their behaviours and actions. We are a caring community, whose values are built on mutual trust and respect for all.

Aims and expectations

We aim to help children grow up in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community. We will do this by;

- giving clear guidelines which will help our pupils to grow socially, personally and academically.
- minimising disruptive behaviour and making each child responsible for his/her own behaviour.
- developing a consistent and fair response to the management of behaviour.
- giving pupils, teachers, non-teaching staff, parents and governors a clearly understood set of rules.

Pupils learn best and behave best when they know what is expected of them. At Afon y Felin Primary School we positively encourage all children to behave well. All pupils are treated consistently, fairly and appropriately. We operate a programme of rewards and sanctions through promoting good relationships.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- teachers constantly praise, encourage and congratulate children whenever they can.
- teachers distribute merits/stickers to children either for consistent good work or for displaying appropriate behaviours, or to acknowledge outstanding effort or acts of kindness in school.
- the Headteacher also awards stickers/ headteacher certificates for good work /good behaviour.
- Each 'pupil of the week' receives a certificate and their name is celebrated in the newsletter.

- The school acknowledges all the efforts and achievements of pupils, both in and out of school e.g. music, football, rugby, swimming certificates.
- Seren y Wythnos / Star of the Week etc.

Sanctions

All sanctions must be fair and consistent. Staff should always retain their dignity and deliver punishment calmly whatever the situation. The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We follow a consistent approach with all children.

When a child displays unacceptable/inappropriate behaviours the following steps are implemented:- (**Appendix 1**)

Step 1: - the child is verbally reminded that the behaviour is unacceptable and should not be continued. For most children this is sufficient.

Step 2: - if unacceptable behaviours continues after 2 warnings, an appropriate period of time is given in another classroom/missing playtime/ lunchtime/reduction in golden time.

Step 3: - Persistent misbehaviour is brought to the attention of the Headteacher and the behaviour is logged in either a class log book/Incident recorded.

Step 4: In cases where unacceptable behaviour persists, parents will be contacted by the Headteacher and invited into school to reinforce sanctions and discuss ways of helping the child e.g. a behaviour monitoring programme (IBP) or a reward chart.

Step 5: Possible exclusion/fixed term exclusion

Safety of the children is paramount in all situations. ***In extreme cases, e.g. behaviour which endangers the safety of others or disrupts the learning of the other children, there may be a need to exclude a child from school for a set period of time. The parent will be contacted to collect the child and work will be sent home to cover the exclusion period.***

Although sanctions have to be applied at times it is obviously preferable that behaviour is good and no punishment is needed. The school rules are discussed with the pupils and displayed in classrooms. In this way every child knows the standard of behaviour that is expected. If there are incidents of anti-social behaviour the class teacher discusses these with all the children in the class or the Headteacher addresses the issues in assembly.

The school does not tolerate bullying of any kind and immediate action is taken to stop any further occurrences of such behaviour if they are discovered. While it is very difficult to eradicate bullying, everything is done to ensure pupils attend school free from fear (see Anti-bullying policy)

Staff will only intervene physically to restrain pupils to prevent injury to a child, or if a child is in danger of hurting him/herself. Most of our teachers and support staff are Team Teach trained. The actions taken are in line with local authority guidelines on the restraint of children.

Celebration of Good Behaviour

- Good behaviour is celebrated at the weekly achievement's assembly, newsletters, house points, certificates.
- Regular praise and encouragement is part of the school ethos through 'Values' and 'Habits of Mind'
- Playground Peacemakers model and promote good behaviour.

The Role of the Class Teacher

Class teachers in our school have high expectations of the pupils in terms of behaviour. They strive to ensure that all pupils work to the best of their ability. It is their responsibility to ensure that:

- School rules are followed and that pupils behave in a responsible manner during lesson time and in movement around the school.
- The 5 step sanction process is followed.
- Each child is treated fairly, with respect and understanding.
- Incidents of misbehaviour are logged in i.e teacher diaries/new SIMS behaviour system/headteacher logbook.
- Continued misbehaviour is discussed with the parents and reported to the Headteacher.

There may be times when staff need to liaise with external agencies to support and guide the progress of each child e.g. education social worker, LA behaviour support service. This will be done through the Headteacher and/or ALNCo.

The Role of the Executive Headteacher/Head of School

The Headteacher has the day-to-day responsibility of:

- Leading school plans for promoting good behaviour and dealing with inappropriate behaviour.
- Ensuring consistent application of the agreed policy.
- Recording/ reporting incidents of misbehaviour.
- Communicating the school discipline policy clearly to parents.
- Providing support for non-teaching staff and any parent involved with children.

The Role of Parents

The school works collaboratively with the parents to ensure children receive consistent messages about how to behave at home and at school. The school rules are explained in the prospectus and parents are expected to support them.

We expect parents to support their child's learning and to co-operate with the school. We work to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the treatment of their child they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Individual Behaviour Plan- (IBP)

A behaviour contract enables staff to work with parents to support those children whose behaviour is exceptionally challenging.

Regular meetings take place between staff and parents and staff and pupils to ensure that most benefit can be gained for each child

The Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- devising school rules and sanctions;
- reviewing the effectiveness of this policy with the Governing Body

The Role of the Governing Body

The governing body has the responsibility of agreeing the school policy and setting down these guidelines on standards of discipline and behaviour. The Governors support the Headteacher in carrying out these guidelines.

Fixed-term and permanent exclusions

Only the Executive Headteacher, Head of School (or member of SLT in their absence) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Headteacher may also exclude a

pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this. The Headteacher informs the LA and the Governing body about any permanent exclusions and about any fixed term exclusions beyond five days in any one term.

Appendix 1-The Schools Hierarchy of Unacceptable Behaviour

All pupils and parents/carers will be made aware of the consequences of unacceptable behaviour.

Band	Behaviour	Sanction	Person Involved
5	Physical assault on staff. Abusive Language directed at staff.	Incident formally noted. Parents and LA informed. Fixed or permanent exclusion implemented. Outside agency support sought.	Executive Headteacher/ Head of School Governing Body LA- Accident Report Form. Parents/Carers Pupils
4	Physical assault on a pupil. Abusive language directed at fellow pupil. Unacceptable conduct on the yard/outside activity.	Incident formally noted. Parents informed. Fixed term exclusion- if appropriate. Pupils denied access to the main yard /visits unless supervised to Headteachers satisfaction. Outside agency support sought- if appropriate.	Executive Headteacher/ Head of School Governing Body LA- If appropriate Parents/Carers Pupils
3	Unacceptable behaviour on the yard/in class which disrupts other pupils learning.	Incident recorded. Removal of privileges- trips/events. Miss breaktimes/lunchtimes	Head of School Class based staff Parents/carers Pupil
2	Unacceptable behaviour which does not conform to 'School Class Rules'.	Incident recorded. Shortened breaktimes	Class based staff Parents/carers if appropriate.
1	Non-Completion of work. Distracting behaviour.	Non verbal/verbal communication	Class based staff Pupil

ACTION: Minimal low-key response managed by class teacher:

1st Time the teacher and or support staff where appropriate may:

- Use a look/ make eye contact/ a gesture/a word;
- Praise a nearby child who is modelling the desired behaviour;
- Point to the displayed rule;
- Move closer to the child;
- Use encouragement and focus on work rather than comment on misbehaviour (i.e. what's the next thing you have to do?).

2nd Time:

- Give a reminder of the rule;
- Repeat the instruction;
- Give a clear description of desired behaviour and warn of the implication of breaking the rule one further time.

3rd Time

The first sanction in class hierarchy of sanctions is used.

These might be:

- Being moved to another seat;
- Being in closer proximity to teacher/teaching assistant;
- Time out (in an appropriate place in the classroom);
- 1/2/3/4/5 minutes kept in at playtime;
- Complete unfinished work as required by staff and at an appropriate time.

Beginning to Challenge: AMBER e.g. repeated misbehaviour, not working, creating a disturbance, refusing to comply, and impertinence, leaving the classroom without permission

ACTION: Response managed by class teacher:

- Time out for a short period of time
- Withdrawal of privileges
- 'Keeping in Step' check-in document completed
- Telephone parents or arrange to talk to them informally in school.
- Time out in another classroom.
 - Individual Behaviour Plan considered
 - Use of MYCONCERN to record ongoing incidents
 - EHT/HoS notified of the ongoing challenge
 - Seek advice from ALNCo
 - Possible withdrawal of a trip/ event or participation in an out of school activity.

ACTION: Very Serious: *e.g. serious challenge to authority/ repeatedly/ leaving class without permission/ behaviour is creating a health and safety risk/ running out of school/ fighting and intentional physical harm to other children or staff / serious theft/persistent bullying*

ACTION: Taken by EHT (or HOS in HT's absence)

- Immediate contact will be made with parents/carers.
 - Behaviour programme with targets (Individual Behaviour Plan) to be discussed with child and parents/carers.
 - School and parents/carers working together with a multi-agency approach.
 - Referral for ELSA/Thrive support if appropriate
 - Risk assessment in place
 - Children in danger of temporary or permanent exclusion, i.e. those children displaying repeated challenging behaviour, need a Pastoral Support Programme for behaviour aimed at modifying the behaviour before the next and final stage is reached. Also, a record is to be kept on MYCONCERN by class teachers of all incidents involving the children
 - Exclusion – temporary for one or more days, for up to 45 days in one school year. The Head teacher may also exclude a child permanently.
 - Possible referral and involvement of the link Educational Psychologist
 - Involvement of/referral to Bridgend Behaviour Services (completed by Class teacher and ALNCo) for Outreach Support for the child/children and possibly positive strategies which staff can implement in the classroom and school.
 - Referral for 1:1 or Group Ancillary Support to Bridgend's Access and Inclusion Services, Family Engagement Officer. Possible referral to 'Positive Pathways' with permission from parents/ carers.
- Critical incidents may mean an immediate escalation beyond the traffic lights and given support through ELSA/Thrive.

In all cases of exclusions, the EHT/HOS will contact the parents/carers and inform them of the reasons for exclusion and will follow up with a written letter. The parents/carers will also be informed of their right to appeal against the decision to the Governing Body.

Physical Attacks on a child or a staff member.- TEAM TEACH ACTIONS

If a child violently attacks another child or adult and does not respond to requests to calm down then positive handling may be used. Staff have been issued with a TEAM TEACH manual which informs staff about the positive handling procedures. If feasible and safe, the child will be escorted from the incident and taken to the HOS/Executive Headteacher who will refer to the above stages for further action. If manual handling has been used, staff involved will record the incident into the bound and numbered logbook located in the Executive Headteachers office/Head of Schools office.

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - Maintaining good order and discipline
 - Safeguarding pupils
 - The use of reasonable force
 - Dealing with bullying
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not priorities or disadvantage any pupil and it helps to promote equality at this school.

Headteacher:	Ms N. Williams	Date:	
Chair of Governing Body:	Mrs C. Stephens	Date:	
Review Date:			



Appendix 2



Basic guidelines for all staff to discourage unacceptable/ inappropriate behaviour.

- ◆ Teachers will be responsible for managing behaviour of their class.
- ◆ Every teacher must be in their classroom or immediate vicinity to receive pupils at the beginning of each session/day.
- ◆ No class is to be left unsupervised except in very extreme circumstances when the teacher in the next classroom must be informed and asked to keep watch;
- ◆ A quiet period should be encouraged at the beginning of each session so that the pupils can settle down after playground activities. During wet playtimes when pupils stay in their own classrooms they should engage in quiet activities – reading, drawing etc..
- ◆ All staff must endeavour to act in a quiet, authoritative manner.
- ◆ All staff and pupils must be made aware of school rules and enforce them at all times.
- ◆ The staff on duty must be first in the yard at playtime and dinnertime before the pupils are allowed out. At lunchtime the lunchtime supervisors accompany the pupils to the hall and supervise them in corridors, playground or classrooms (on wet days). Inappropriate behaviour, problems and accidents are reported to the headteacher/deputy headteacher/class teacher. Good table manners are expected and encouraged.
- ◆ We must always be aware that inadequate supervision gives opportunities for poor behaviour to occur.

The quality of a school is grounded in the quality of relationships at all levels between teachers, between pupils and teachers, and between pupils.

Appendix- 3

Name: DOB: Year Group:	SEN Stage School Action + Class Teacher: SENCO:	IEP: Start Date: Review Date:	
MY INDIVIDUAL BEHAVIOUR PLAN			
Things I want to improve:		Things I am good at:	
My targets 	What do I need to do? 	Who's going to help me and when? 	How did I get on? 
Have I made progress this term?			<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="width: 30px; height: 30px; background-color: red;"></div> <div style="width: 30px; height: 30px; background-color: yellow;"></div> <div style="width: 30px; height: 30px; background-color: green;"></div> </div>
Any comments I want to make: 			
Any comments from people who work with me:			
Any comments my parents/carers want to make:			
What do I need to have as my targets for next term: 			
<u>Signatures</u> Me..... My teacher..... My parent/carer..... SENCO..... Headteacher.....			
<u>Agreed Action:</u> 1. Continue with current level of intervention 2. Move to School Action Plus 3. IEP no longer needed			

Appendix 2- Behaviour Contract

My Behaviour Contract

Name:

Date:

These are my goals:

1.

2.

3.

These are the consequences if I don't meet my goals:

.....
.....
.....



These are the rewards if I meet my goals:

.....
.....
.....
.....

My contract will be reviewed on:

Pupil:

Parent:

Class teacher :

Head teacher :