



Behaviour and Discipline Policy

Aims

- To promote positive behaviour reinforcement throughout the school so that every member of the school community feels valued and respected, and that each person is treated fairly and well.
- To ensure that a caring community, whose values are built on mutual trust and respect for all, is created.
- To support the way in which all members of the school can live and learn together in a supportive way.

The aims of the rewards and sanctions system are:

- To encourage and develop positive behaviour.
- To build children's self-esteem.
- To modify poor behaviour.
- To promote the ethos of the school.
- To develop a caring attitude towards all members of the school community.
- To develop children's responsibilities towards each other and themselves.

Penygarn Community Primary School Rules

1. Follow directions first time.
2. Keep hands, feet, objects and unkind words to yourself.
3. Always ask permission to leave your seat/classroom/school grounds.
4. Work with an appropriate voice e.g. quiet/partner/group/class.

The expectation is that all teachers and support staff will teach/discuss the rules at the beginning of each year and then revisit at the beginning of each term, so that they are understood by all children. Children make choices about their behaviour and are encouraged to take control of their own actions. They know that positive choices will be rewarded and negative choices carry consequences.

The school rules and class contracts are displayed in all classrooms and referred to regularly. Positive and preventative strategies will be used to encourage good behaviour.

Children will have golden time every week - golden time activities will be discussed and agreed by the class and the teacher every Monday.

Sanctions will not be indiscriminately used as every effort to maintain positive relationships will be made. Behaviour notes will be kept by the teaching staff on all pupils, as appropriate, in the Behaviour Log.

Whilst incidents of bullying will also be recorded in the above file, staff must also refer to the Anti-Bullying Policy when dealing with incidents of bullying.

Staff Guidelines

- All staff must be familiar with the policy.
- Staff model appropriate/expected behaviour.
- All staff must know the procedures to follow when administering rewards and sanctions.
- All staff must apply the policy consistently using their professional judgement. The staff are expected to consult with Senior Leadership Team (SLT) if they are in any doubt as to what action to take.
- The staff are to assume a high profile and to take collective responsibility for the whole school discipline.
- Parents and guardians are to be actively encouraged to be involved in the rewards and sanctions scheme.
- Children will be expected to follow the school rules at all times. These will be placed in a prominent position and referred to on a regular basis.

Rewards

- Smile/approving look/thumbs up/positive comment
- Positive notes parents or child stating the reasons
- HT/DHT stickers/certificates
- Stamp or stickers for effort/good behaviour
- Team points
- Partner teacher stickers or subject leader stickers
- Individual class rewards (e.g. class fill the marble jar to get a DVD afternoon)
- Positive phone calls home
- Special privilege (individual reward negotiated with the teacher)
- Written on children's work
- Work displayed around the school
- Work to be shown in celebration assembly
- For children in year 6, the opportunity to be given a role and responsibility
- Upper key stage 2 to have the opportunity to become Playground Leaders/Buddies
- MDSA lunchtime behaviour certificates and raffle tickets

Sanctions/Consequences

There will be times when sanctions may be needed to help or support a child to monitor their own behaviour. Sanctions should be fairly and consistently applied; these should be individual and should not involve any humiliation for the child.

The following sanctions can be used for non-serious behaviour in the classroom and on the playground.

1. He/she receives a warning and is reminded of the rule being broken.
2. At the second warning, the child is advised that he/she will miss an amount of their golden time.
3. If the child persists with the inappropriate behaviour golden time minutes (number of minutes at the teacher's discretion) are taken away.
4. If the inappropriate behaviour continues there will be no further warnings, a 10 minute (5 minute for younger children) 'time out' away from their learning space will be applied (child completes a Think Sheet - appendix 1).
5. If the child is still refusing to adhere to the rules then the class teacher will meet with them at the next available break/lunch time to discuss a way forward. Time out in another class will be given (5/10 minutes). Child to complete work in their own time. **At this stage and at all further stages, records of all meetings must be logged in the Behaviour Log. The teacher then has an informal chat with the parents/guardian**

Behaviour Report

Following the parent/teacher meeting a behaviour report (appendix 2) will be issued to the child.

1. One target will be agreed and recorded on the behaviour report.
2. Small and appropriate rewards need to be agreed before the child starts the behaviour report. Rewards should be for effort towards the target as well as success.
3. The report will monitored daily by the class teacher/Phase Leader.
4. The class teacher, child and parent will speak/meet **weekly** to discuss the child's progress.

5. A review will be held after **four** weeks to decide upon next steps.

If the behaviour remains unacceptable the child will continue on a behaviour report for a further **four** weeks. But this time, the weekly monitoring will also involve a member of the SLT and an individual IBP may be written (appendix 3a).

Sanctions available for more serious breaches of behaviour

There will be times where more serious breaches of behaviour occur, e.g. deliberately violent behaviour, bullying, racist comments, use of inappropriate language, rudeness to an adult, theft, and continuous disruptions of learning time. In these cases there will be a need for stronger sanctions, especially if the behaviour is consistent. All such incidents **must** be recorded in the Behaviour Log. Possible sanctions might include:

- Withdrawal of playtimes and/or privileges;
- Lunchtime restricted to indoor play;
- Letter/phone call home to parents;
- Referral to the HT or DHTs (there are short appropriate forms to complete so that the HT/DHTs understand the nature of the incident if the teacher/LSA are unable to accompany the child).

Fixed term exclusions

In extreme cases, it may be necessary to ask the pupil to leave the school premises for fixed duration.

The HT/DHTs will contact parents/carers to make arrangements for the child. If it is not possible for the parents/carers to take the child at that time, then the child will be isolated for the remainder of the school day. A letter will be sent by the HT informing the parents formally of the exclusion and the date of the reintegration meeting. At this meeting a contract between all parties concerned could set up if appropriate.

All exclusions are recorded and a copy sent to the LA and Chair of Governors. A copy is kept on the child's school records until they leave the primary school.

Permanent Exclusion

If as a result of all previous strategies failing then it may be necessary to permanently exclude the pupil. Behaviour which might lead to permanent exclusion include:

- Continuing incidents of serious verbal or physical abuse directed towards children and staff;
- Persistent bullying is proven;
- Repeated acts of defiance and being disruptive;
- Racist abuse;
- Sexual misconduct;
- Drug and alcohol related incidents;
- Damage to school or personal property;
- Theft.

Parental Partnerships

Parents, guardians and carers play a vital role in supporting their child's behaviour at school. Good communication between home and school is essential if the child is to receive consistent messages and support. It is important to inform parents early about behaviour worries to help stop them escalating.

Meeting the needs of challenging pupils

We at Penygarn CPS believe that difficult pupils need a teacher who recognises that building positive relationships is without question the most important factor in succeeding. The pupils need behaviour management approaches addressed to their specific, individual needs. Difficult students need us to analyse the '*communicative intent*' i.e. what need is this behaviour meeting? What is the pupil trying to tell us with this behaviour? Teachers will have a plan (Enhanced IBP) for those children with specific, individual behaviour needs (Appendix 3b / 4).

The challenging pupil:

"does not necessarily view you as the positive, caring role model you see yourself as. These students do not trust you, they do not like school and do not believe that behaving in school is in their best interests. School has not been a positive experience for them so far. Consequently, they don't really care what you say to them or ask them to do" (Lee & Marlene Canter).

Early warning signs

Many early warning signs or triggers will be very subtle and difficult to spot; however, they will always be there. Teachers and support staff will be required to use their emotional intelligence to help spot these early warning signs or triggers, and defuse the situation. Here is a list of possible signs or triggers to look for.

- Physical agitation/twitching
- Change in facial expression
- Change in eye contact
- Change in body posture
- Change in facial colouring
- Change in tone of voice
- Verbal challenge
- Change of location
- Rapid mood swings

Defusing techniques

Once trigger points are identified it is of the utmost importance that the situation is quickly defused, not allowing the behaviour to escalate further. Teachers and support staff will use the following defusing techniques.

- Distraction
- Relocation
- Errand sending
- Physical proximity
- Humour/charm
- Active listening
- Relaxation
- Self-talk and self-calming techniques
- Quick task changing
- Prompted communication
- Agreed secret warnings

Relationship & Review

There will be time when behaviour occurs that is so disruptive that the pupil needs an 'exit point'. At this time the pupil will need to be removed from the classroom situation and allowed time to calm down (Window of Tolerance - appendix 5). Depending on the WOT this process may last between 10 minutes and a whole day (the pupil may be taught in isolation the rest of the day). The calming period or 'exit point' is not the time to discuss the behaviour or any sanctions/consequences of the behaviour. When the period of calming has occurred there will be a need for a review of the behaviour with the pupil. This review will take place with a member of staff that is trusted by the student and where a positive relationship is established (the class teacher may not be the best person to review).

The review process (appendix 6) is the most important part of the process as this helps to change the behaviour of the pupil. The review process: **HELP**

- HEAR - listen to the student's view first *"tell me what happened"* (younger children use pictures or comic stripping)
- EXPLAIN - tell the student the teachers view *"I heard that..."*
- LINK - link feelings and behaviours *"what were you thinking? What were you feeling? "Who has been offended? How?"*
- PLAN - provide strategies for next time/take restorative action and repair the relationship *"what needs to happen to put it right? How might you handle that situation differently next time?"*

Remember: RELATIONSHIP & REVIEW IS THE ONLY WAY TO CHANGE BEHAVIOUR