

Penygaer Primary School



Behaviour and Discipline Policy

February 2023



RATIONALE

We are a school that respects the rights of the child and recognises the importance of a positive approach to the behaviour of children in school. This policy has been written with the support of pupils, staff, parents and governors in Penywaer Primary School.

The rationale, guidance and the actions of this policy are driven by our school motto: **Be Safe, Be Kind, Be Successful.**

This policy must also be read in conjunction with the school's anti-bullying policy, Equality policy, and e-Safety Policy

The United Nations Convention on the Rights of the Child

Article 28 (right to education): Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

Article 29 (goals of education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Article 37 (inhumane treatment and detention): Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment.

The fundamental principles of our school policy lie in promoting self-discipline and respect for others, and the importance of listening to all members of the school community including the learners.

AIMS

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We also recognize that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean that the sanctions, stages and rewards are applied appropriately in dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. The importance of taking a multi-agency approach to behaviour management is central.

The chief aims of our approach to managing behaviour are:

- The maintenance, encouragement and promotion of good behaviour wherever possible.
- The shared and agreed identification of what we consider to be unacceptable behaviour.
- The establishment and shared understanding of class and school rules.
- Agreed sanctions where rules are broken.
- A firm, consistent approach across the school.
- An opportunity at each stage for children to make amends and redeem themselves.
- The involvement of parents at an early stage.
- A shared understanding of what will happen if...
- The involvement of children – encouraging children to take responsibility for their actions and be part of creating this policy.

- The discussion with children in Circle Time and Health and Well-being focussed lessons (e.g. Jigsaw) about the Rights of the Child and the rules and the responsibilities we each have to one another.
- A readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour.
- The use of a multi-agency approach when appropriate e.g. TAF, BSCT, EPS,

At Penygaer Primary School we expect:

- Respect
- Support and encouragement
- Consideration and kindness

To achieve these we will:

- Be friendly and polite
- Call people by their preferred name
- Move around the building quietly
- Follow directions from staff straight away
- Look after personal and school property
- Be helpful to those in need
- Use kind hands keeping unhelpful hands, feet, objects and comments to ourselves

ROLES AND RESPONSIBILITIES

Role of the Headteacher: it is the responsibility of the Headteacher to implement the school behaviour and discipline policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour including exclusions, bullying and racism.

Role of Class Teachers: it is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and on the yard

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

Role of Support Staff: Support staff provide invaluable support in maintaining the school rules in the classroom, on the yard and in the dining hall. Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children.

Role of Parents/Carers: Parents and Carers agree to a Home School Agreement. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their

child's learning, and to cooperate with the school to maintain the high standards of behaviour in school.

Positive Reinforcement of Good Behaviour

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

We have a supportive school with a caring ethos where we pride ourselves that no child is invisible. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour.

We firmly believe in the use of positive behaviour strategies such as:

1. Give Me 5.
2. Speech of staff: all members of staff use a quiet classroom voices to instil calmness and model what they expect to receive back from children.
3. Golden time: golden time needs a consistent approach. Where pupils display good behaviour golden time will be awarded, however golden time can be lost when pupils have misbehaved.
4. Rewards e.g.
 - Class Dojo pints
 - Stickers in class and headteacher stickers
 - A fun class activity treat chosen by the class.
 - Pasta in a jar in class and during the special assembly
 - Visit to head teacher for a special sticker/letter/ phone call home
 - Seren yr Wythnos from each class

Rewarding for academic and social achievements hold equal status.

FRAMEWORK

- We use the principles of Restorative Approaches and emotion coaching to teach the children in how to solve their own problems through discussion, so that they learn how to think things through and talk together with the support of an emotionally available adult.
- Through our support we help pupils to develop the ability to take responsibility for their own actions, and to see the links between their own behaviour and the consequences of their own actions.
- A whole school commitment to cease using harsh voices, shouting, put-downs, criticisms, and shaming
- School staff adjusting expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress from situations they are not managing well.
- Provision for children of a clear, confidential and no-shaming system of self-referral for help/talk time - e.g. we use the Dan Siegal 'Flipping my lid' model of the brain.
- The implementation of interventions to bring down stress hormone level such as sand play, Lego, colouring, playdough.

How do we provide support?

- **All Pupils:** Through personal and social education, pupils take part in weekly **Jigsaw** sessions. These lessons, as well as activities such as Circle Time, give opportunities for children to respond positively to each other in a safe, friendly environment. They can also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.
- The **curriculum content** is designed to enable children to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds both now and in the future.
- We use **Person Centred Planning (PCP)** tools to enable all pupils create a one-page profile carefully noting what makes a good day/bad day? ‘How best to support me” and “What is important to me” “What is important for me.” Parents are invited to contribute to the **One Page Profiles** for the section “What people like and admire about me”.
- Children identified as needing individual support work with the well-being support assistant either for **ELSA** (Emotional Literacy Support Assistant) or **Positive Play**.

DISCIPLINE AND SCHOOL RULES.

School is a microcosm of society and we want to provide our children with the skills necessary to play an active and valued part in a society which has rules in place for the safety and happiness of everyone.

Underpinning all rules – temporary or permanent, school or class – is a culture of RESPECT. We communicate this through our motto ‘Be Safe, Be Kind, Be Successful’.

Rules create clear expectations for the children and define what is acceptable behaviour.. School rules are kept to a minimum. Children are expected to conduct themselves in a courteous and orderly manner at all times. If the need does arise to correct the individual, the punishment will be reasonable and as is expected by the parent/carer when the child has done wrong. These are necessary for the smooth functioning of the school and, also, for the development, benefit and safety of the pupils themselves.

School rules are regularly referred to in assemblies and by staff members and are reinforced when necessary. We use phrases like “In Penyaer Primary School we use kind hands we do not hurt ...”

Some of the main rules for the safety of all pupils and staff are :-

- Pupils are expected to arrive in school accompanied by a parent or carer.
- No child is allowed outside the main school boundary without permission between **9:05am – 3:30pm and must be signed in or out by an adult known to the school.**
- No knives or dangerous instruments / substances are to be brought to school.
- No climbing of walls, fences, railing, gates, drainpipes etc.

In class:

At the beginning of the academic year teachers and pupils agree their own class rules for the safety of other children and staff. These usually include:

- Showing respect to fellow pupils and adults
- Using kind hands and kind words
- Using an indoor voice
- Letting others work without interruption
- Using appropriate language
- Putting things away in their proper place

Sanctions that can be selected include:

- Verbal apology
- Missing some play time
- Missing Golden Time
- Missing out-of-school sporting events and inter-school matches
- Completing work elsewhere or with someone else

At playtime

- I am friendly and considerate to other children on the school yard.
- I keep the yard clean and put all the rubbish in the bin.
- I line up quietly when the bell sounds.
- I am outside on the yard during playtimes and will ask an adult if I need to go to the toilet.
- I will do my best to play fairly on the yard.
- I will ask an adult for help if a/other pupil/pupils are annoying me and I feel as if I could hurt someone or myself

E-Safety Rules (please refer to E-safety Policy)

These ensure pupils are safe whilst using the Internet. We ask parents to support us in following the same SMART rules at home.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

Our priority is to foster positive behaviour and encourage self-discipline so children in our care can develop the necessary skills to reach their full potential in school and in society. We ask for parent/carer support so together we can reinforce the importance of appropriate behaviour for the safety and benefit of everyone. We understand that it can be upsetting for parents and carers in the event of being told about their child's inappropriate behaviour but we do not do this because we are 'picking' on your child or 'taking sides' against your child, we do it because we care and want to keep everyone as safe as possible. We want your child to develop the skills and knowledge to become caring, ethical and informed citizens who are able to manage everyday life as independently as they can.

Occasions when a child's behaviour infringes on the rights and safety of others.

In such situations there are a series of procedures, with possible consequences, which are followed:

Stage 1	Discussion/ investigation of incidents leading up to this, explanation of what will happen next and recording.
Stage 2	Appropriate consequences are applied. Parents may be told/contacted about the incident by the class teacher.
Stage 3	Parents are invited to discuss their child's behaviour with the class teacher and/or headteacher. Further consideration of intervention strategies and programmes will be considered to avoid further incidents and to better manage their behaviour.

Stage 4	For learners who are not responding to school's general actions to combat disengagement and disaffection and are in need of longer-term intervention through working with the Emotional Literacy Support Assistant (ELSA) or Positive Play sessions. Personal Support Plans (PSPs) or Behaviour Support Plans (BSPs) can be drawn up using a multi-agency approach (including the learner and parents/carers)
Stage 5	A fixed term exclusion (last resort) when there is an immediate threat to the safety of others in the school or the learner concerned.

EXCLUSIONS

All exclusions from school, whether they are fixed term or permanent, follow the strict guidelines set down by the LA and the Welsh Assembly Government. It is the final act for the school and is never entered into lightly. The Governing Body is immediately informed of an exclusion as is the LAs Vulnerable Children Officer.

Following an exclusion, a Post Exclusion Re-integration Plan is put in place to ensure the successful reintegration of a pupil. (Guidance on Exclusion from Schools and Pupil Referral Units Date of Issue November 2019 guidance document no: 081/2012.

Be Safe, Be Kind, Be Successful