

## Behaviour and Discipline

Date	Review Date	Coordinators	Nominated Governor
September 2022	September 2023	Catherine Hughes (FPh) Thomas Jones (KS2)	Karl Jones

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school. Our school Behaviour and Discipline Policy is based on the 'Five Pillars of Pivotal Practice' –

**Pillar 1** - Consistent, Calm Adult Behaviour

**Pillar 2** - First Attention for Best Conduct

**Pillar 3** - Relentless Routines

**Pillar 4** - Scripting Difficult Interventions

**Pillar 5** - Restorative Follow Up



We believe that good behaviour is actively sought by each member of the school. We promote good behaviour by creating a positive, happy, caring school environment where everyone feels valued, respected and secure.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Our chances of success and happiness, both in school and in the future depend considerably upon the ability to demonstrate self-control and to make responsible choices regarding behaviour. From an early age we all make choices about our behaviour, understanding the difference between right and wrong. People can, and usually do choose to behave well, however when they do misbehave they are making a conscious decision to do so. A cornerstone of success is the manner in which we are involved in ensuring the right choices are available and supported.

We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment. To ensure a positive learning environment, we recognise that all members of the school must accept responsibility for their own behaviour and for correcting misbehavior.

We wish to work closely with students, parents, staff and governors to ensure cooperation, communication and consistency in our approach to behaviour. We listen to and welcome the views and opinions of the School Council as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

### Aims

- To have consistent expectations and guidance about routines and procedures in order to create conditions for an orderly school which enables effective learning to take place.
- To create an ethos that develops mutual respect between all members of the school and makes everyone in the school community feel valued. **(Be respectful)**
- To develop a sense of self-discipline and an acceptance of responsibility for one's own actions. **(Be responsible)**
- To prepare students to lead challenging and fulfilling lives as effective members of society. **(Be the best you can be)**

## **Responsibility for the Policy and Procedure**

### **Role of Pupils**

Pupils are expected to:

- have a central role in the development of his/her own self discipline
- develop a sense of responsibility for their own behaviour
- be aware of the three school rules and comply with the behavior and discipline policy
- be respectful
- be responsible
- be the best that they can be
- sign the school's 'Partnership Agreement'
- co-sign (KS2) and abide (FPh & KS2) by the three school rules
- participate in setting their own achievable targets
- celebrate the successes of other children
- accept and carry out consequences given for inappropriate actions
- make suggestions about school behaviour and liaise with the School Council
- obey all health and safety regulations in all areas of the school
- follow all instructions given by the teacher
- ask for further help if they do not understand
- take part in questionnaires and surveys

### **Role of Parents / Carers**

Parents / Carers are encouraged to:

- support the three school rules and be aware of the behaviour policy
- ensure their children understand and value the three school rules
- have good relations with the school
- support and encourage good behaviour
- support their child by agreeing to discuss any problems that arise
- attend any meetings to discuss their child's behaviour should the need arise
- celebrate with us their child's successes
- accept and support the consequence given to their child for inappropriate actions
- sign the school's 'Partnership Agreement'
- be asked to take part periodic surveys conducted by the school

### **Role of the Coordinators**

The coordinators will:

- lead the development of this policy throughout the school
- work closely with the Headteacher and Governing Body
- work closely with the School Council
- provide guidance and support to all staff
- ensure consistency throughout the school
- provide training for all staff on induction and when the need arises
- keep up to date with new developments and resources
- monitor school support systems
- deal with external agencies
- review and monitor policy

## Role of Staff

***'You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression.'***

Staff are expected to:

- model high standards of behaviour when dealing with students and each other
- promote self-discipline amongst pupils and provide guidance on improving standards of behavioural performance
- comply with all aspects of this behavior and discipline policy
- promote good behaviour by forging sound working relationships with everyone involved with the school
- create a caring and positive climate with realistic expectations
- create an ethos that develops mutual respect and dignity between all members of the school and makes everyone in the school community feel valued.
- have consistent expectations and guidance about routines and procedures in order to create conditions for an orderly school which enables effective learning to take place.
- teach and use the whole school three step routines (Lining Up, Entering the Classroom, Entering the Hall, Leaving the Hall, Walking in the Corridor, Eating Lunch)
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline
- respond positively to efforts made by students when they are genuinely trying to effect a change in their behaviour
- show appreciation of the efforts and contributions of all
- emphasise on positive action (recognition and reward) rather than negative action (punishment)
- to apply all rewards and consequences fairly and consistently
- ensure that a recognition wall (WOW Wall) is visible within their classroom and is set out according to the guidance given
- discuss pupil behaviour and discipline regularly at staff meetings
- inform the relevant senior manager if a restorative meeting is carried out
- inform the relevant senior manager if parents need to be invited into school to discuss their child's behaviour
- identify problems that may arise and to offer solutions to the problem
- encourage relationships based on respect and understanding the needs of others
- repair and rebuild relationships that have temporarily broken down
- deal appropriately and constructively with disruptive incidents and unacceptable behaviour by following the steps required in pillars four (Scripting Difficult Intervention) and five (Restorative Follow Up) of the Pivotal Curriculum
- report all incidents of discrimination, bullying and child protection issues directly to the Headteacher / Safeguarding Officer.
- attend periodic training on behaviour management
- ensure the health and safety of the pupils in their care
- ensure fair treatment for all and implement the school's equalities policy and schemes
- attend appropriate training sessions on equality
- report any concerns they have on any aspect of implementing the policy directly to the Headteacher

***'When the adults change, everything changes.'***

## **Role of the Headteacher**

The Headteacher will:

- ensure all school pupils, parents, staff and governors are aware of and comply with this policy
- promote good behaviour by forging sound working relationships with everyone involved with the school
- create an ethos that develops mutual respect between all members of the school and makes everyone in the school community feel valued
- have consistent expectations and guidance about routines and procedures in order to create conditions for an orderly school which enables effective learning to take place
- encourage the school community to follow the three school rules
- ensure that there is a consistent approach to managing student behaviour
- ensure the health, safety and welfare of all children in the school
- work closely with the Governing Body and Coordinators
- work closely with the School Council
- provide leadership and vision in respect of equality
- monitor the effectiveness of this policy
- report to the Governing Body on a termly basis regarding any concerns or significant incidents related to behaviour
- annually report to the Governing Body on the success and development of this policy

## **Role of the Governing Body**

The Governing Body has:

- the duty to set the framework of the school's policy on pupil behavior and discipline after consultation with the parents and pupils of the school
- responsibility to ensure that the school complies with this policy
- delegated powers and responsibilities to the Headteacher to ensure that school pupils, parents and staff are aware of this policy
- delegated powers and responsibilities to the Headteacher to ensure all supply teachers, volunteers and visitors to the school are aware of and comply with this policy
- appointed coordinators for behaviour and discipline to work with the Headteacher
- the duty to support the pupils, parents and school staff in maintaining high standards of behaviour
- responsibility for ensuring that the school complies with all equalities legislation
- procedures in place to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy
- responsibility for the effective implementation, monitoring and evaluation of this policy
- responsibility to work closely with the Headteacher and the coordinators

## Celebration of Good Behaviour

Good behaviour is celebrated at all times and regular praise and encouragement is part of the school ethos.

Each class has a recognition wall (WOW Wall) which should display the following:

Foundation Phase – Purple backing, yellow border, WOW title, Star of the Week certificate, three school rules poster, rainbow and sun (recognising exceptional behaviour strategy).

Key Stage 2 – Purple backing yellow border, WOW title, Star of the Week certificate, individual star charts, signed three school rules poster.

A Star of the Week certificate and sticker is awarded to one member of each class on a weekly basis for demonstrating their understanding of the three school rules. A positive text is sent so that parents / carers can follow up with positive praise at home. ('\_\_\_\_\_ has been awarded 'Seren yr Wythnos' / 'Star of the Week' today. If you would like to follow up with positive praise at home it would be well deserved. Diolch.') To ensure that the child is congratulated and recognised for their efforts throughout the following week they are also awarded a cushion (FPh) / Trophy (KS2) to use / display.

When a child shows excellence in behaviour or understanding of the three school rules, a positive note may be sent home by any member of staff. Positive phone calls are also administered should a member of staff feel that exceptionally good behaviour or understanding of the three school rules has been witnessed.

The school also operates a Star Card system (FPh) / House Points System (KS2) which helps to both motivate and encourage pupils to 'be the best that they can be'. The system also promotes positive behaviour as we notice the times when the children do things that please us and their peers. The school houses are as follows: Maelgwn (Yellow), Gogarth (Green) and Creuddyn (Red). The aim is that the children collect their stars and then receive a certificate / badge for their 'house' each time they reach their target of 25 stars. During a fortnightly Rewards Assembly, children are awarded these 'Special Effort' certificates in Key Stage 2 and 'Award Badges' in the Foundation Phase. Each certificate / badge rewarded counts towards points for their allocated houses.

## Dealing with negative behaviour or repeated / persistent negative behaviour

All school staff will deal with negative behaviour following the steps noted in Pillar 4 (Scripting Difficult Interventions) of the Pivotal Curriculum -

**Step 1** – Reminder

**Step 2** – Caution

**Step 3** – Last Chance Scripted Approach

**Step 4** – Time Out and Consequence given

**Step 5** – Restorative Meeting

If negative behaviour is repeated three times / becomes persistent, and consequences are issued regularly then a 'Restorative Meeting' should be held with the pupil.

If three 'Restorative Meetings' are held with the pupil during the course of an academic year then parents / carers should be formally contacted and invited into school to discuss their child's behaviour and needs. The Class teacher and a Senior Manager will be present at this meeting where action points regarding next steps will be determined.

If the behaviour is not noticeably improved following the implementation of the action points determined then involvement from the Headteacher will be required.

## **Consequences**

Whole class consequences are always unfair. When determining a consequence we do not 'invent it on the spot' but refer to the 'Suggested Consequences' sheet. If we are unsure about a suitable consequence we discuss it with a colleague before sharing it with the pupil.

Consequences must be:

- applied fairly and consistently
- be proportionate and reflective
- executed as quickly as possible

Consequences should not:

- be degrading or humiliating to any pupil
- suffocate learners
- leave a nasty aftertaste

Learners must not be able to reduce or make deals with negative consequences.

Teachers must not take away rewards that have been given previously.

All suggested consequences have been discussed and agreed by the:

- School Council
- School Staff
- Governing Body

## **Exclusion**

The Governing Body has decided that, in exceptional circumstances, exclusion will be used as a consequence, either as a:

- fixed term or
- permanent exclusion

## **Pupil Support**

A number of pupil support systems (e.g. Social Communication Groups) are in place and are proving effective in promoting good behaviour. All school staff work hard to ensure that these systems run smoothly.

## **Outside Agencies**

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- Educational Psychologist
- Educational Social Worker
- CAMHS
- School Nurse
- Social Inclusion Service
- Children Services

## **Training**

We ensure all school staff have equal chances of training, career development and promotion.

Periodic training will be organised for all school staff so that they are kept up to date with new information and guidelines concerning behavior management opportunities.

**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 reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation and marriage and civil partnership.

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 prioritise or disadvantage any pupil and it helps to promote equality at this school.

**Monitoring the Effectiveness of the Policy**

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Coordinators and the Headteacher. Necessary recommendations for improvement will be made to the Governors.

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	

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**Initial Equality Impact Assessment**

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
				✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	

Question	Equality Groups															Conclusion																
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No						
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		✓			
		✓			✓			✓			✓			✓			✓			✓			✓									
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	✓	
	✓			✓			✓			✓			✓			✓			✓			✓			✓							
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	✓	
	✓			✓			✓			✓			✓			✓			✓			✓			✓							

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date