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**Ffaldau Primary Behaviour and Discipline Policy**

**Aims and Objectives**

*“Hand in Hand We Shine”*

Every adult and child is part of our school community. We set high standards of behaviour for all and are rewarded appropriately. We encourage and promote positive behaviour, discouraging negative behaviour. We develop and show mutual trust and respect towards each other, taking pride in our school. We encourage each other to develop positive thoughts and happiness through our shared values. Our school community sets good examples in everything we do- we help each other to shine!

The school, aims to:-

* Set a high standard of behaviour, showing respect to both pupils and staff
* Reward good behaviour that respects both pupils and staff
* Encourage pupils to develop self-discipline and pride in themselves and their school
* Ensure that all adults behave courteously towards themselves and children in order to set a good example
* Address behaviour which does not support the school or peers
* Involve parents in promoting high standards of behaviour

**School Rules**

We are a Rights Respecting school and our whole school focus on the right of the child provides the basis for the ‘school rules’ that everyone follows. They keep us safe and ensure that everyone learns in a happy and exciting way. We expect everyone in our school community to:

* Treat everyone with respect
* Treat all property with respect
* Behave in a polite manner at all times
* Refrain from any form of aggression towards others
* Work hard and not disrupt others learning
* Listen to all school staff and respond to staff in a polite and appropriate manner

These form the basis for our school Vision:

**S**how respect:

*“Ethical, informed citizens that are tolerant and respectful”*

**H**elp each other

*“Healthy, confident pupils who are co-operative and responsible”*

**I**nclude everyone

*“Knowledgeable individuals who value the contributions of everyone*”

**N**ever give up

*“Ambitious, capable learners who never give up”*

**E**njoy learning

*“Enterprising, creative contributors who are happy and engaged*”

We look to all staff to encourage us, to understand and model our school rules.

**Rewards**

Our school encourages high standards of behaviour by rewarding and recognising positive behaviour, motivating us to succeed. By behaving well, we will achieve more. Praise and recognition builds our confidence and pride in ourselves.

We receive a number of rewards:

* Praise
* Stickers
* Positive comments in our books
* Opportunities to share our good work with others
* Recognition from another teacher/ Head Teacher
* Achievement assembly- star of the week
* Whole school house points
* Class specific rewards vary; including awarding raffle tickets, special job responsibilities, etc.

**Sanctions**

If children are struggling to follow the school rules, adults offer help, advice and guidance. This encourages us to stop and think about our behaviour, helping us to make the right choice. When a child behaves inappropriately, adults deal with the situation calmly and respectfully. They always show tolerance and understanding. Adults reinforce and remind us of the school rules to keep us all safe, happy and healthy. The sanctions used are:

* A disapproving look
* A warning
* A warning to stop the behaviour and that they have a choice to make either to receive a sanction or to get back to learning
* Time out in the classroom where they are apart from others but can get on with learning
* Time out in another classroom with work to do
* Missed playtime
* Time out with the head teacher with work to do
* Parents contacted (in consultation with HT)
* Lost privileges such as a missed trip (in consultation with HT)
* Behaviour targets agreed and behaviour chart used to record progress and communicate with home (in consultation with ALNCO/ HT).

**Signature Strategies**

Examples of strategies our school will use for attention and behaviour management:

* Silent Stop signal
* Call and response e.g. A: *I’ve got my eyes on you* P: *I can see you too*
* Progressive stop signal e.g. Counting back from 5/ countdown clock

**Emotion Coaching**

All staff and pupils are trained in using emotion coaching as part of our behaviour management. Emotion coaching is an approach to caring for children which values their feelings, while guiding their behaviours. This approach encourages healthy emotional development and enables our pupils to manage their emotions that effect their behaviour. This approach is modelled by both staff and pupils and is used through focus groups such as ‘Playground Peacemakers’.

Appendix 2: Emotion Coaching Poster

**Rights Respecting**

We are a developing Rights Respecting school. Our focus on the rights of the child impacts wellbeing, participation, relationships and self-esteem. Children’s rights play a large part in our whole school and classroom behaviour management. Classroom charters are used as personalised class rules and whole school rights focus is mapped out for each month.

**The Role of the Class Teacher**

Class teachers model positive behaviours, recognising and rewarding children appropriately. Teachers treat children fairly, with respect and understanding. They ensure that their class behaves in a sensible manner during lessons.

Class teachers make sure that each individual class develops a class charter reflecting the rights of the child which they focus on. These class charters are referred to as a behaviour management strategy. Charters are agreed and designed by the pupils and so are personal to each class.

**The Role of Parents**

Parents are an important part of our school community. They must encourage us to behave well in school and support the school rules. Whenever possible, they can promote school values and rules at home.

*Written with pupils – Autumn 2021*

Additional Information for staff:

If a child threatens, hurts or bullies another pupil, the class teacher records the incident and reports it the HT and Pupil Support Officer. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child’s parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Should a child/ children be involved in fighting during playtimes or any time of the day, they will be taken away from the playground and given time to reflect on their behaviour. This behaviour will usually lead to a loss of playtime.

Loss of a playtime may be used as a sanction by a teacher for inappropriate behaviour. This will need to be supervised (the child may sit outside either staffroom or the office should the Head teacher request this.)

Internal exclusions may be given to a child who is violent towards another child or whose behaviour is considered extreme. This is at the discretion of the EHT or Head of school and parents will need to be informed. Should similar behaviour occur again, this may result in an exclusion.

There may be instances where a child will be excluded from a trip or an activity such as a visiting theatre company. This will need to be decided upon with the class teacher and head of school.

See appendix 1 for a more detailed approach for hard to handle children.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.( See anti bullying policy)

All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government/ LEA guidelines on the restraint of children. ( See LA guidelines)

Behaviour and ALN

If behaviour is a cause for concern, in the first instance the ALNCO is to meet with class teacher to look at current ordinarily available class provision. Detail this on One Page Profiles.

Stage 1: If behaviour remains a concern, teachers are to;

* Begin a Record of Concern detailing the relevant need.
* Detail in-class support and strategies.
* Set targets for improvement
* Share course of action with other staff and when progress is to be reviewed.
* Attend ALN drop in to review progress .

Strategies may include;

* Individualised rewards, positive behaviour management, visual timetables/prompt cards.
* Risk assessment
* THRIVE/ELSA/Boxhall/SDD assessment, strategies to be adopted in class/sessions
* Early help referrals if behaviour also demonstrated at home.
* ABC (antecedent, behaviour, consequence) charts to record high tariff behaviours, patterns or potential triggers

Stage 2: If behaviour continues to be a concern then;

* Referral to CART (Communication and Relationships Team)
* A PSP (Pastoral Support Plan) may be drawn up for a pupil who may be at risk of exclusion.
* A PHP (Personal Handling Plan) may be written
* Continue to update the ROC

Stage 3:

* Observation from specialist teacher
* Action plans and recommendations, reflected in the PSP and PHP.

Stage 4:

* Ancillary support application
* Application for specialist placement

In extreme cases, where the sanctions listed have been tried and exhausted, the Bridgend Guidelines regarding School exclusions may be followed.

Recording of behaviour incidents:

Noteworthy incidents ( including any bullying incidents ) are now recorded on My Concern.

Where appropriate, ABC sheets are used to record and monitor behaviour incidents.

Nurture and Wellbeing Support:

The school has a designated Nurture room, children who are identified by the class teacher and ALNCo as needing specific nurture support may access this area in small groups or individually. Designated LSOs are trained in ELSA and THRIVE and both are used where appropriate.

Through Nurture we aim to;

* Enable all pupils to develop to their potential
* Develop in pupils a sense of self worth
* Support pupils in their learning by providing effectively for their individual needs, encouraging them to learn both independently and cooperatively.
* Create in pupils a sense of responsibility and respect for themselves and their school community.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that the class behaves in a responsible manner during lesson time.

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

The class teacher treats each child fairly and enforces the school rules consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves in class, the class teacher deals with incidents him/herself in the agreed whole school manner. However, if misbehaviour continues, the class teacher seeks help and advice from the ALNCo and /or headteacher.

With the ALNCo, the class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the educational psychologist or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole–school approach. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. When teachers liaise with parents it is essential that they do so within the boundaries of this policy.

The class teacher must record noteworthy incidents and concerns on My Concern and any contact with parents about their child in the home/ school contact sheets or on My Concern if part of an incident recorded on the My Concern system.

They must inform the HT and ALNCO of any concerns they have about a child’s behaviour. This can be done during ALN drop in sessions, staff meetings or at any other time should an urgent need arise.

It is the responsibility of the class teacher to plan appropriately to meet the needs of all children. Where a behavioural problem has been identified, planning should reflect the ways in which the child is being encouraged to behave in an appropriate manner- eg. appropriate learning experiences for a child with ADHD. They need to follow any advice / guidance from the ALNCO or outside agency. Children should not be set up for failure as a result of inappropriate planning.

The role of the headteacher

It is the responsibility of the headteacher to report to governors 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 the implementation of the policy.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) 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 the circumstances warrant this.

**The Head of school will exclude following discussion with the EHT.**

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors’ appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed

Date

Review date

(Version 3 February 23- changes to how incidents are recorded)

Appendix 1:

Dealing with more challenging behaviour

This policy is to be read in conjunction with the Behaviour policy.

From time to time, a small minority of pupils may become more difficult to handle and require a more detailed procedure to support them. It is important that we develop a whole school consistency to deal with these children.

If a child is disruptive and non- compliant then the following procedures are followed:-

* Praise other pupils for appropriate behaviour
* Encourage all pupils to focus on you and to ignore inappropriate behaviour ( use of ignoring muscle .If they are non- compliant , a first warning should be given followed by a second warning.)
* As soon as the pupil is compliant they should be rewarded using terms such as ‘Thank you for listening’
* Children should be offered a clean slate every time. When they have turned round their behaviour, they should be complimented on their good choices.
* The teacher / LSO can move in the class to stand by the disruptive pupil but should remain focused on the rest of the class.
* Pupils who continue to be non compliant are asked to go to the thinking chair/ mat. They should be asked three times with pauses in between. The thinking chair/ mat needs to be in the class room where they can be supervised and also engage in the lesson. If they do not comply by the third time they may need to go for Time Out in another class room. If necessary, the child can have Time Out with the HT.

Remain calm and consistent. Be ‘blinkered ‘- deal with it but do not give it attention. Don’t corner pupils or make them feel trapped as they will go into ‘fight’ or ‘flight’ mode.

Should the child run out of the school or away form then class ensure supervision but do not chase. When they return, their time out will continue . Should they leave the school grounds then the head/ deputy need to be informed. The police will be contacted along with the parent.

Use Of Physical Restraint:

Use Of physical restraint follows BCBC guidelines. Most staff are **Team Teach** trained. Should a child become aggressive and present a danger to others, then they will be asked to leave the classroom and be taken into a safe place. If they refuse to leave then the other children will be removed from any danger. This applies to playground behaviour also.

If a child is presenting a cause for concern then the pupil support officer or HOS deputy should be called to support decisions.

The only time any intervention should be used is if there is immediate danger to themselves or another child. This will usually only be done by a Team Teach trained staff member. A member of staff not Team Teach trained will only intervene physically if a child is in immediate physical danger. This should then be reported immediately to the HT and a record kept. The parents will be informed of all such incidents.( See LA policy.)

All incidents of physical restraint must be recorded in the Bound and Numbered red book which is stored in the HT office.

Where necessary, an individual risk assessment will be drawn in consultation with the Behaviour Team.

Detailed records for these children will be kept by the class teacher and reviewed by the Headteacher. Bridgend Behaviour Support service will always be involved before a risk assessment.

Appendix 2: Emotion Coaching Poster

