

# Behaviour Management/Discipline - Policy



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# Behaviour Management and Discipline - Policy

## Introduction

At Ysgol Esgob Morgan we are committed to ensuring the highest possible standards of teaching and learning for all pupils. We believe that in order to accomplish this, we need to provide a positive framework of a whole school behaviour and discipline policy which is developed, reviewed, evaluated, supported and followed by the whole school community. This includes school-based staff, parents, pupils, governors and other friends, professionals and associates of the school.

The policy is based upon the principles and values, which underpin the school, and is integral to the vision for the school. These are to provide the most effective learning opportunities and teaching possible within an ethos where self-respect and respect for others and our environment, and self-discipline are expected, taught and nurtured. As part of our commitment to the principles of inclusion in education, we endeavour to enable all pupils to learn to their full potential and to support their development as good citizens within the community.

By implementing such a policy, we aim to provide a happy, safe, friendly and positive environment in which effective learning can take place for all pupils. The policy will:

- promote a positive ethos and environment;
- establish clear expectations shared and understood by the whole school community;
- provide positive recognition for those who work within the shared and articulated rules;
- motivate all pupils using positive approaches;
- provide clear consequences for inappropriate behaviour;
- promote and ensure a consistency of approach by all staff;
- be owned by all members of the school community.

## Values and Aims

We believe that all pupils have the right to effective teaching within a stimulating, exciting, and safe environment. In providing such an environment, great emphasis is placed on the valuing of individuals and the development of trust and respect between all who work together.

At Ysgol Esgob Morgan we aim to develop positive behaviour through:

- the explicit teaching of appropriate behaviours and skills;
- teaching the necessary skills, attitudes and values through the school curriculum;
- modelling appropriate behaviours, attitudes and values at all times;
- having high expectations of behaviour and actively sharing these with the pupils;
- promoting, encouraging and supporting self-discipline in the pupils;
- encouraging and supporting high self-image and self-esteem in all pupils;
- providing a planned range of rewards to encourage and celebrate positive behaviour;
- developing and articulating a hierarchy of sanctions to ensure consistency;
- managing problems, when they occur, in a caring and responsible manner within a planned and shared structure, in order to reduce the impact of the problem on the smooth running of the school and to support improved behaviour of the individuals concerned.

A pro-active approach to the promotion of positive behaviour where the self-discipline and good behaviour of all pupils is encouraged at all times has been adopted at Ysgol Esgob Morgan. In doing so, we hope to ensure problems do not arise in the first place, or are minimised wherever possible. However, it is recognised that for a small minority of pupils, there is a need for a structure which as well as rewarding positive behaviour, is able to effectively and safely deal with behaviours which cause a concern.

### **Code of Conduct**

All members of the school community, which includes pupils, school-based staff, parents, governors and other friends, professionals and associates of the school, are expected to:

- show respect towards each other;
- show respect for their own, other people's and the school's property;
- behave in a manner which is conducive to supporting the process of teaching and learning at all times;
- remember that physical violence is not acceptable. Neither is retaliation;
- refrain from using foul or abusive language.

If a member of the school community has a grievance against another member of the community, it must be reported to a member of staff, who will refer it to the Headteacher or Deputy Headteacher where appropriate.

This code of conduct has been formulated with the safety of all within the school community in mind, and to enable the school to function efficiently as a place of learning.

### **Rules, Responsibilities, Rewards and Sanctions**

In order to provide a shared and articulated structure to support the development of positive behaviour and manage inappropriate behaviour within the school, the school rules have been developed by the School Council and ratified by the pupils, staff and governors. The school rules will be explicitly taught to all pupils during whole school assembly times, and within their class groups. As part of this process, the responsibilities of all members of the school community that are inherent in adhering to the school rules will be discussed.

A major aim of the school policy is to encourage pupils to practice good behaviour by operating a system of praise and reward and maintaining high expectations for all pupils. To this end a range of positive strategies are used to actively encourage and reward both academic and non-academic achievements. Incentive tokens are given to everyone and used to reinforce good work or hard efforts made in a range of areas. In addition, each class teacher gives verbal or written praise as often as possible. Visits to members of the senior management team for further accolade or a Head Teacher's 'special sticker' are given to those who make particular progress or effort. Presentations of effort certificates, celebrating success will be awarded throughout the year during a special assembly time, which is held once a week which is compiled, using literacy, numeracy and ICT skills by a group of pupils in Year 6. As part of this celebration assembly, a pupil from each class is selected to receive a special certificate or sticker to reward them for success in an aspect of their school life, whether it be for academic, social or behavioural reasons. In class children earn points for following ESGOB WORKS. They work towards a numerical target chosen by the children, once this target is met the pupils get a reward that day.

The school uses a 5 point warning system to promote positive behaviour and to encourage modification of behaviour – restorative rather than punitive.

1. Written Warning
2. 1 Minute time out reflection in class
3. 5 minute time out reflection in class
4. Visit to Head Teacher
5. Phone call home.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and where necessary, their behaviour. For some pupils with a need for greater levels of support, more individualised reward and monitoring systems are devised to support their behaviour. These are done in collaboration with the pupil and where appropriate, the parents and/or the school ALNCo (Additional Learning Needs Co-ordinator).

There are times when an extreme clause may come into effect – this is discussed further in this document.

### **Systems to Support Appropriate Behaviour**

As a school, there are many systems in place to support appropriate behaviour and to minimise opportunities for inappropriate behaviour to occur. Key systems include:

- not leaving pupils unattended in classrooms at any time;
- escorting pupils in and out of the school at break times, lunch times and the end of the school day and to different activity bases, e.g. The Hive, assembly hall, etc.;
- constant review of class planning and work completed to ensure appropriately stimulating and challenging learning opportunities are on offer;
- a range of games and activities made available at break and lunch times.
- Whole class rewards

### **Encouraging Respect**

In order to encourage respect, a range of strategies is applied on a day-to-day basis. As staff within the school, it is recognised that the implications of how we behave and talk to each other and the pupils are crucial to the development of respect. The use of sarcasm, and negative language used to belittle pupils is strongly disapproved of, and viewed as detrimental to the development of respect. Shouting is very much discouraged.

In turn, the pupils own use of language is closely monitored, and the use of racist language, name-calling and language intended to belittle, hurt or threaten other children is taken seriously.

Every teacher has the responsibility for promoting and encouraging the positive behaviour of all pupils at all time. In addition to this, each teacher has the more specific responsibility of managing the discipline of his or her class on a day-to-day basis. It is expected that minor breaches of behaviour will be managed and dealt with in a fair and supportive way by the individual class teacher.

In addition to school rules, each class has developed rules based upon the maintenance of the rights they perceive as important to their effective learning within their class. These are written positively, in the form of rights and responsibilities, displayed within the

classroom and referred to regularly in order that they remain a high profile. As with the school rules, the responsibilities of all people within the class are discussed with regard to their role in upholding the rules, and procedures for supporting this are formulated. Class rules are reviewed regularly and formally revised at the start of each school year.

At no time will staff use corporal punishment or hurtful comments in dealing with inappropriate behaviour. An emphasis on de-escalating potential incidents of inappropriate or challenging behaviour will be used wherever possible based on the understanding that providing direct challenge will often inflate and make worse the situation.

Where behavioural difficulties are identified, parents will be involved at the earliest possible stage through the school's staged referral process, where concerns and progress will be closely monitored by the school ALNCO.

In the event of serious or continued incidents of inappropriate behaviour, the pupil may be referred to the deputy Head teacher. Similarly, if the behaviour is more serious or continues, the pupil will be referred to the Head Teacher. Normally at this stage, the parents will be contacted and invited to the school to discuss the situation and seek a mutually agreed way forward.

Major breaches of discipline include:

- physical assault
- deliberate damage to property
- stealing
- leaving the school premises without permission
- verbal abuse
- refusal to work
- severe disruptive behaviour in class

Incidents of significant inappropriate behaviour are recorded as a serious incident. These serve not only as an accurate record of what has happened, but also help provide a longer-term picture, enabling any possible patterns to be identified.

### **Procedures for Dealing with Major Breaches of Discipline**

Extreme anti-social behaviour or that representing direct and extreme challenge to the school will be dealt with immediately in the following way:

- a verbal warning by the Headteacher or Deputy Headteacher as to future conduct;
- a letter or phone call to parents informing them of the problem;
- a meeting with parents to discuss the difficulties and concerns and to work together in seeking appropriate action;
- if the problem is severe or recurring the exclusion procedures using the recommendations set out in the LEA guidelines are implemented, after consultation with the Governing Body; The duration of the exclusion will be based on the severity of the problem.

### **Post-Exclusion**

On return to school following exclusion, a post-exclusion meeting will be take place to ensure all staff use a consistent approach in working with the pupil, and to attempt to

discourage further reasons for exclusion. The plan will where possible be drawn up in conjunction with the parents following the process outlined below:

- on return to school a meeting will be arranged with the Head Teacher, parents and pupil, in order to outline expectations;
- a home/school book may be used to keep parents and school informed of progress on a daily basis;
- strategies to minimise the reoccurrence of the behaviour resulting in the exclusion will be implemented and discussed with all staff who come into contact with the pupil, e.g. if the problems are generally occurring in the playground, the amount of time initially spent in the playground will be limited, and built up gradually. Special activities to support the development and acquisition of skills required to play co-operatively may be offered during this time, etc.

### **Lunchtime Supervision**

At lunchtime, supervision is carried out by school staff and a lunchtime supervisor under the direction of the Headteacher. The lunchtime supervisors are expected to maintain order using the strategies outlined within the policy. Serious incidents of inappropriate behaviour may result in pupils being brought to the attention of the Headteacher or Deputy Headteacher, which in turn may result in loss of privileges or playtimes. Parents will be informed in the case of serious incidents or where the pupil repeatedly behaves inappropriately and shows no sign of improvement. Where it is felt that a pupil is behaving in a manner which is detrimental to the smooth running of the school or to the safety of pupils and staff, and is showing no improvement in their behaviour, a pupil may be excluded from the school premises at lunchtimes.

As outlined in the school Code of Conduct, the lunchtime supervisory staff are to be treated with respect at all times. Verbal or physical abuse will not be tolerated.

### **Parents and School Working Together**

As a school, we recognise the importance of active home school links. This partnership is vital in the development and maintenance of positive behaviour. The co-operation of parents is actively sought in encouraging pupils to work within the school and class rules, and their support is appreciated greatly within this partnership. Parents have the opportunity to discuss all aspects of their child's progress in school (including behaviour) at parent evenings. If a parent has any concerns regarding their own child's behaviour or that of other pupils at the school, they are encouraged to see the class teacher or Head teacher as soon as possible to discuss the concerns and the way forward. In the same way, if a teacher has concerns regarding a pupil's behaviour, the school will contact the parents to discuss them collaboratively and seek to determine any possible reasons and solutions.

### **Role of the Head teacher**

The Head teacher is responsible for the day to day management of discipline within the school. This may include:

- devising and articulating procedures for promoting positive behaviour and dealing with inappropriate behaviour as referred to in the hierarchical referral structure ;
- upholding, enforcing and articulating the school rules and Code of Conduct within the school community;
- meeting with parents to discuss specific incidents of behaviour concerning their child or to discuss aspects of the school policy regarding behaviour when requested;

- meeting with pupils to discuss incidents of inappropriate behaviour following referral via the hierarchical referral structure;
- organising the necessary meetings required following a pupil exclusion;
- organising external staff training where required, to support the development of positive behaviour strategies

### **Role of the Governors**

Governors are responsible for:

- overseeing and managing policy and procedures for promoting positive behaviour and dealing with inappropriate behaviour
- upholding and articulating the school rules and Code of Conduct within the school community;
- attending the necessary meetings required following a pupil exclusion in order to discuss and make decisions regarding the way forward
- ensuring IDPs are devised, implemented and reviewed in line with Welsh Government Guidelines;

### **Role of the Deputy Head teacher**

The Deputy Head teacher is responsible for:

- the day to day management of discipline within the school in conjunction with the Head teacher;
- upholding, enforcing and articulating the school rules and Code of Conduct within the school community;
- dealing with inappropriate behaviour as referred to following the hierarchical referral structure;

### **Role of the ALNCo**

The ALNCo is responsible for:

- supporting the early identification of pupils with emotional and behavioural difficulties (EBD)
- supporting the writing, implementing and reviewing IBP's
- liaising with and co-ordinating referrals to the relevant professionals for additional advice/support
- liaising with and co-ordinating meetings and reviews of pupils identified as having emotional and behavioural difficulties
- providing advice/support/training for staff on strategies to promote positive behaviour and deal with inappropriate behaviour

### **Role of the Teaching Staff**

All members of teaching staff are responsible for:

- supporting the day-to-day management of behaviour and discipline within the school;
- upholding, enforcing and articulating the school rules and Code of Conduct within the school community;
- dealing with day to day classroom management of behaviour and discipline
- the early identification of pupils with emotional and behavioural difficulties (EBD)
- writing, implementing and reviewing IBPs in collaboration with the ALNCO where appropriate

## **Role of the TAs**

TAs within the school are responsible for:

- upholding and articulating the school rules and Code of Conduct within the school community;
- supporting teaching staff in dealing with day to day classroom management of behaviour and discipline;
- supporting a pupil with EBD, implementing an IBP and providing feedback to staff regarding pupil behaviour.

## **Role of the Lunchtime Supervisors**

Lunchtime Supervisors are responsible for:

- knowing, upholding and articulating the school rules and Code of Conduct within the school community;
- maintaining discipline using the strategies agreed as a school.

## **Role of the Pupils**

Pupils are responsible for:

- knowing and upholding the school rules and Code of Conduct within the school community;
- using appropriate channels e.g. the School Council, etc, to support the development of positive strategies to support behaviour and discipline within the school.

## **Role of the Parents**

Parents can actively support the school in the development and maintenance of positive behaviour by:

- recognising that an effective school policy requires close partnership between parents, pupils and the school
- knowing, upholding and articulating the school rules and Code of Conduct within the school community;
- discussing the school rules with their child, emphasising their support of them and assisting when appropriate with their enforcement
- attending parents' evenings and school functions and by developing positive informal contacts with the school
- recognising that teaching and learning cannot take place without sound discipline
- remembering that staff endeavour to deal with all incidents of behaviour fairly, patiently and positively.

## **Attendance**

At Ysgol Esgob Morgan, all staff are concerned about each pupil's safety, welfare and the continuity of their learning. As a result of these concerns, we take a pro-active approach to encouraging attendance and discouraging truancy wherever possible. Absences marked in the register are regularly assessed to seek any possible patterns of unauthorised absences, and these are brought to the attention of the Education Social Worker

On the extremely rare occasion truancy is suspected, the Headteacher notifies the parents and the Education Social Worker. Parents are encouraged to bring their child to school in order that the reasons for the pupil not wanting to attend can be discussed and a way forward determined.



## **Bullying (refer to Kiva approach for more details)**

At Ysgol Esgob Morgan, staff, governors, parents and pupils work together to create a happy and caring learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. It is to this end that the following strategies and procedures are used at Ysgol Esgob Morgan influenced by the KiVa Program

- all staff watch carefully for early signs of distress in pupils which may be as a result of being bullied;
- allegations of bullying are taken seriously and referred to senior management to be investigated fully;
- Buddies are used to provide peer support for those pupils who feel they are unable to report incidents to an adult, and to report any signs of bullying that they observe directly;
- pupils are made aware of what bullying is, and the sanctions that will be applied to anyone found bullying;
- the school holds an anti-bullying week annually

Where incidents of bullying are observed or reported, they are investigated fully in a caring, patient and sensitive manner. This includes:

- discussing the incident thoroughly with the victim;
- identifying the bully – obtain witnesses where possible and inform the Deputy Head teacher / Head teacher;
- discussing the allegations with the bully/bullies

Where it is felt having gathered evidence from all possible sources, that a pupil is being bullied, the following sanctions may be applied to the bully:

- withdrawal from favoured activities;
- loss of playtimes;
- parents are informed;
- exclusion from school in severe cases.
- Reported to the Local Authority

As the behaviour of a bully improves, favoured activities and privileges may be restored, and appropriate behaviour praised. It is important to remember that many incidents of bullying are as a result of the bully's own poor self-esteem, and this needs to be taken into account in the actions which follow finding out a child is guilty of bullying.

Following an incident or alleged incident of bullying, close observation and monitoring of the situation is necessary, with all necessary staff alerted to be vigilant, to ensure no repetition.

## **Identification and Assessment of Pupils with Emotional and Behavioural Difficulties**

At Ysgol Esgob Morgan we aim to identify those pupils with emotional and behavioural difficulties as soon as possible, in order to be able to offer the most appropriate level of support and teaching strategies possible. Regardless of age, when a behavioural problem is first identified, staff must complete the identification pro-forma in order to bring the difficulty to the attention of the school ALNCO and the appropriate action taken. The

ALNCO, class teacher, pupils and parents will then work cooperatively in setting appropriate targets to be aimed for within a given timescale. If at the end of this timescale a pupil does not appear to be making the expected progress, the plan will be reviewed. If it is felt that concerns for the pupil's progress are growing, the pupil will move on within the staged referral process (see ALN policy) and an IBP (individual behaviour plan) will be drawn up collaboratively. The purpose of the IBP is to focus more clearly and systematically upon the pupil's difficulties and offer a consistent and systematic approach to supporting the pupil. When a pupil has an IBP, all staff that work with the pupil are made aware of the pupil's needs and the strategies to be implemented. If at this stage following the implementation of an IBP and its review, parents or the school are still concerned regarding the progress a pupil appears to be making, the pupil may then be referred to either the Educational Psychologist or LEA Inclusion Team, in order that more specialised advice and support can be sought and built into future IBPs.

For a small minority of pupils who still do not make progress at this stage, and who find behaving in an acceptable manner difficult despite the support of the school, parents and outside specialists, a referral for a Formal Assessment of the pupil's needs may be necessary (see ALN policy).

### **Outside Agencies**

At Ysgol Esgob Morgan we value the positive relationships that have been built between the school, community, Local Education Authority and Social Service Departments. We recognise the positive benefits that such multi-agency working partnerships bring to the school and work closely with a range of services and professionals to ensure the highest possible standards for the pupils attending Ysgol Esgob Morgan. In promoting positive behaviour and creating the best possible environment in which teaching and learning for all pupils can take place, we actively work in partnership with:

- Behaviour and Inclusion team
- Educational Psychologists
- Stepping Stones Pupil Referral Unit
- LEA Advisors
- Educational Social Workers
- Child and Adolescent Mental Health Service
- Child Protection Team

### **Training**

In order to ensure all staff have the appropriate skills, knowledge and understanding to successfully support the development of positive behaviour, and deal effectively and in a consistent manner with inappropriate behaviour, a range of training opportunities are made available. These include:

- in-service training led by school based staff;
- in-service training led by outside agencies or consultants;
- centre based training led by the LEA for teachers, TAs and governors;
- local or national conferences featuring specialist speakers on the subject.