



# Sandfields Primary School

## Behaviour and Discipline Policy 2021

*As a Rights Respecting School, we uphold these key rights (and others) in all that we do.*

**Article 3:** Everyone who works with children should always do what is best for each child.

**Article 12:** All children have the right to say what they think should happen and be listened to.

**Article 28:** All children have the right to learn and go to school.

**Article 29:** All children have the right to become the best that they can be.



## Introduction

At Sandfields Primary School 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 policy which is developed, reviewed, evaluated, supported and followed by the whole school community. The school embraces a commitment to a culture of praise and positive behaviour.

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.

The whole school community adopts the approach where pupils are given the opportunity and the tools to self-reflect on the consequences of their behaviour on themselves and the whole community, an approach commonly known as Restorative Practice. As part of our commitment to the principles of inclusion in education, we endeavour to enable all pupils to fulfil their true 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 behaviour expectations;
- Motivate all pupils using positive approaches;
- Be owned by all members of the school community;
- Promote and ensure a consistency of approach by all staff.

We aim to develop positive behaviour through:

- Whole staff modelling of behaviours, attitudes and values at all times;
- The explicit teaching of appropriate behaviours and skills;
- Teaching the necessary skills, attitudes and values through the Health and Wellbeing area of learning and experience in the school curriculum;
- 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;
- 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.

### **Our Behaviour Expectations**

Pupils at Sandfields Primary School are expected to behave well at all times and respond to praise and encouragement. They are encouraged to demonstrate a pride in individual achievement and success. This also applies to activities that take place outside the school e.g., school visits.

### **Rewards**

We have worked hard to foster a culture that promotes and recognises success. Each class establishes a class charter that is acceptable to both pupils and staff. These are developed as a result of discussion and are reviewed throughout the year. Members of staff reward pupils by awarding points using the Class Dojo system. Class teachers also use stickers as a reward. When pupils reach stated amounts of Dojo points, certificates are awarded in our weekly Achievement Assembly.

When pupils go above and beyond, and demonstrate exceptional effort or positive behaviour then they are awarded a Golden Ticket. These tickets go into a pot, and one pupil per class is selected each week to sit at the Golden Table with the headteacher at lunchtime. The rewarded children then enjoy a fun activity after they have finished their lunch. These activities are based on suggestions that the School Council made.

Individual rewards are negotiated with pupils who have social, emotional and behavioural difficulties. These are organised so that the pupil achieves success and their reward quickly, thereby encouraging an improvement in behaviour.

### **Whole school assemblies**

Our weekly Achievement Assemblies are devoted towards publicly recognizing and celebrating achievement, with awards for effort, good behaviour, friendship, being helpful, demonstrating the current school values and excellent attendance. Pupils are awarded the following certificates for achieving Dojo Points:

Bronze Award – 150 Points

Silver Award – 300 Points

Gold Award – 500 Points

## **Systems to Support Appropriate Behaviour**

There are many systems in place to support the development of appropriate behaviour and to minimise opportunities for inappropriate behaviour to occur.

Key systems include:

- Stimulating and challenging learning opportunities planned to meet the different learning styles of the pupils
- Inclusive Learning Provision (including reasonable adjustments)
- Small group support

An emphasis on de-escalating potential incidents of inappropriate or challenging behaviour will be used by all staff, 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 Code of Practice, where concerns and progress will be closely monitored by the school ALNCo and class teacher.

## **Individual Development Plans (IDPs)**

These plans outline reasonable adjustments made to support positive behaviour that go beyond what is provided for the majority of pupils in mainstream education. These are reviewed regularly in accordance with the guidance document for PSPs. The plan is written in conjunction with the pupil, members of staff and their parent/carer. The plan aims to improve behaviour and avoid the possibility of a fixed term exclusion.

## **Pastoral Support Plans**

The PSP is a school-based intervention to help individual pupils to better manage their behaviour and to identify any support mechanisms that may need to be put in place. The PSP should identify precise and realistic behavioural outcomes for the pupil to work towards.

If a PSP is required, a member of SMT is identified as being responsible for co-ordinating monitoring and reviewing a PSP and needs to initiate a meeting, inviting the pupil, a representative from the WellbeingTeam, parents and appropriate external agencies.

The PSP should be reviewed on a regular basis, at least every six weeks and more frequently initially. The review should consider what progress has been made to meeting the objectives and targets and any appropriate adjustments to these or the strategies agreed to support the pupil as well as any additional information that has been gathered since the initial meeting.

## **Exclusion**

Following the Welsh Government guidance, a fixed-term exclusion may be made. This decision is made by the headteacher and is never taken lightly. All attempts to support the pupil should have been exhausted before an exclusion is considered.

## **Post-Exclusion**

On return to school following exclusion, a post-exclusion plan will be implemented 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 be drawn up in conjunction with the pupil and parents.

## **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 behaviour expectations, 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 open 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 Headteacher 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 Headteacher**

The Headteacher 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 where the headteacher's intervention is necessary;
- Upholding, enforcing and articulating the school rules and behaviour expectations 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 when necessary;

- 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 behaviour expectations 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.

### **Role of the Deputy Headteacher and Senior Management Team**

The Deputy Headteacher is responsible for:

- The day-to-day management of discipline within the school in conjunction with the Headteacher;
- Upholding, enforcing and articulating the school rules and Behaviour Expectations within the school community;
- Dealing with inappropriate behaviour when necessary.

### **Role of the ALNCo**

The ALNCo is responsible for:

- Supporting class teachers with the early identification of pupils with social, emotional and behavioural difficulties (SEBD)
- Liaising with and referrals to the relevant professionals for additional advice/support
- Liaising with and co-ordinating meetings and reviews of pupils identified as having social, emotional and behavioural difficulties;
- Providing advice/support/training for staff on strategies to promote positive behaviour and in how to 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 vision and behaviour expectations within the school community;
- Dealing with day-to-day classroom management of behaviour and discipline
- The early identification of pupils with social, emotional and behavioural difficulties (SEBD)
- Writing, implementing and reviewing IDP's in collaboration with the ALNCo where appropriate

### **Role of the Pupils**

Pupils' responsibilities are:

- to co-operate with other pupils and adults;
- to work to the best of their abilities and allow others to do the same;
- to treat others with respect and value everyone equally;
- to comply with the instructions of the school staff;
- to take care of property and the environment in and out of school.

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

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

- promoting a positive framework for personal social development;
- making pupils aware of appropriate behaviour in all situations;
- encouraging independence and self-discipline;
- showing an interest in all that their child does in school;
- fostering mutually respectful relationships with the school;
- supporting the school in the implementation of this policy;
- being aware of the school rules and expectations.
- 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.
- keeping us informed of any change of circumstances at home that may cause behavioural problems to occur in school.

### **Positive Handling**

At Sandfields Primary School we work hard to ensure that every pupil has the opportunity to learn and that every teacher is free to teach in an environment that is safe, secure and free from distraction. We are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to our care. For the most part this is achieved through fostering good relationships and the application positive behaviour strategies to support individual needs. This approach is clearly outlined in this policy.

However, in exceptional circumstances this may involve the use of reasonable force. We recognise there is a need to intervene when there is an obvious risk of safety to pupils, staff or property. It should also be emphasised that if used at all, restraint (*referred to in this document as positive handling*) should be seen in the context of an overall programme of care and concern.

Finally, the use of positive handling should always be considered within the wider context of other measures. These include establishing and maintaining good relationships with pupils and using diversion, diffusion and negotiation to respond to difficult situations.

### **Team Teach**

Our school has formally adopted Team Teach as its recognised Positive Handling Training Provider. Positive handling in Sandfields Primary is a holistic approach involving policy, guidance, management of the environment, deployment by staff and Positive Handling. Staff are trained by qualified Team Teach tutors, and the school keeps a record and copies of certificates of those staff trained.

Please refer to the school's ***Care and Control and the Use of Force Policy*** for full guidance.

### **Counselling and Support**

Pupil who are experiencing behavioural problems will be given support from the teaching staff, non-teaching staff and ALNCo. Where necessary, outside agencies will be involved, e.g. The Wellbeing Team, Educational Psychologist and School Counselling Service. It is hoped that through support and discussion with pupil and parents, a plan to improve behaviour will be implemented.

### **Anti-Bullying Policy**

Refer to the specific policy on Anti-Bullying as part of the school's Discipline Policy.

### **Conclusion**



Every pupil has a right to attend a school which promotes effective teaching and learning.

By following the school's behaviour and discipline policy to maintain good behaviour and promote self-esteem, each pupil in Sandfields Primary School should receive their entitlement to an effective learning environment.

### **Monitoring, Evaluation and Review**

The school and the Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

**Headteacher:** *Mr M Dennis*

**Chair of Governors:** *Pastor J Bailey*

**Dated:** January 2022