

# Behaviour & Discipline Policy

Ysgol Yr Hendy





# Ysgol yr Hendy

## Polisi Ymddygiad

## Behaviour Policy

Blwyddyn academaidd / Academic Year	Pennaeth/ Headteacher	Cadeirydd y Llywodraethwyr / Chair of the Governing Body	Dyddiad / Date	Dyddiad adolygu Review Date
2024/25	Cathryn Jones	Gareth Beynon Thomas	06/11/2024	06/11/2025
2025/26				
2026/27				

## **Rationale**

Our school is invested in supporting the very best possible relational health between:

Parent and child

Child and child

Child and school staff

Parent and school staff

School staff

School staff and external agencies

To this end our school is committed to practices which Protect, Relate, Regulate and Reflect

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 Ysgol yr Hendy.

This policy must also be read in conjunction with the school's anti-bullying policy, Equality policy, and Safer use of the internet 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 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.

***"Effective Discipline means that we're not only stopping a bad behaviour or promoting a good one, but also teaching skills and nurturing the connections in our children's brains that will help them make better decisions and handle themselves in the future... We're helping them to understand what it means to manage their emotions, to control their own impulses, to consider others' feelings, to think about consequences, to make thoughtful decisions and much more. We're helping them to develop their brains and become...better human beings."***

***(Dan Siegal No Drama Discipline)***

## **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.

Promoting good behaviour amongst the pupils is a shared responsibility. All members of the school community: staff, governors, parents, the wider community and the children, have a vital role to play and should aim to build positive relationships with each other.

Implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects and impacts on others. Pupils are respectfully supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate members of society who have the skills to avoid and resolve problems independently.

We will achieve our aims through:

- Developing positive relationships through a restorative approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community. Through shared expectations and a consistent approach we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively.
- School staff to ensure that interactions with children are socially engaging and not socially defensive to decrease chances of children relating defensively. (fight/ flight/freeze)
- Creating a safe, sensitive and supportive ethos, we want all children to be happy and confident with each other and in their work.
- Increased safety cues in the school day by meeting and greeting pupils at the school and class entrance.
- School staff will 'interactively repair' the occasions where they themselves move into defensiveness so staff are modelling positive behaviour skills to pupils and each other.
- The implementation of teaching and learning activities that help staff to get to know the children better on an individual basis through co-constructing One Page Profiles for all pupils.
- All vulnerable pupils have access to an emotionally available adult and these children know how and where to find the adult.
- Establishing a partnership approach which draws on all those involved with the pupils
- Providing systems which promote positive behaviour and which support all members of the school community.
- 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 and will use a multi-agency approach when necessary.
- Recognising the importance of effective teaching and learning in the promotion of positive behaviour.

### **What do we mean by Restorative Practices?**

Being 'Restorative' focuses on building positive relationships based on respect and fairness.

In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others.' Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. We understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

### **The Restorative Approach – Building a positive community including rules and high expectations.**

*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.*

Rules create clear expectations for the children. Children need to know and help define what is acceptable behaviour in the school within their class, the yard and in the school community in order for it to be meaningful and effective.

Each teacher works with their class to formulate a class charter, detailing a shared set of rights and responsibilities for all members of the class community,

Every class takes part in class circles on a regular basis known Circle Time. During circles, expectations of behaviours are taught and reinforced but it also be used to:

build connections and relationships within the class and collaboratively resolve any issues arising.

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others. Pupils who follow the rules will have their actions acknowledged and rewarded.

Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

### **How do we promote positive behaviour ?**

Our aim is for pupils and staff to be considerate of each other and our surroundings and always try to behave in a positive way. The rewards for such behaviour is a warm fuzzy feeling felt inside and we recognise that feeling good about something you have done is a very significant reward.

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We ask parents to support the school in maintaining good discipline, by signing a home/school agreement as written evidence that they are in agreement.

Good discipline is the shared responsibility of all members of the school community (staff, governors, pupils and families).

In school we strive to avoid:

- using harsh voices,
- shouting - it diminishes the child;
- over reacting - the problem will grow;
- blanket punishment - this is unjust towards the innocent;
- put-downs, sarcasm, or blaming ; this will not change behaviour and will lead to shame
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.) however, there may be times when the privilege of representing the school at its values will be removed when behaviour has been a serious cause for concern

### **The Restorative Approach Dealing with inappropriate behaviour**

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process.

All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

## The Restorative Questions:

### What happened?

Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

### What do you think and feel about that?

What each person was thinking and feeling at the time, before and since.

### Who has been affected and how?

Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

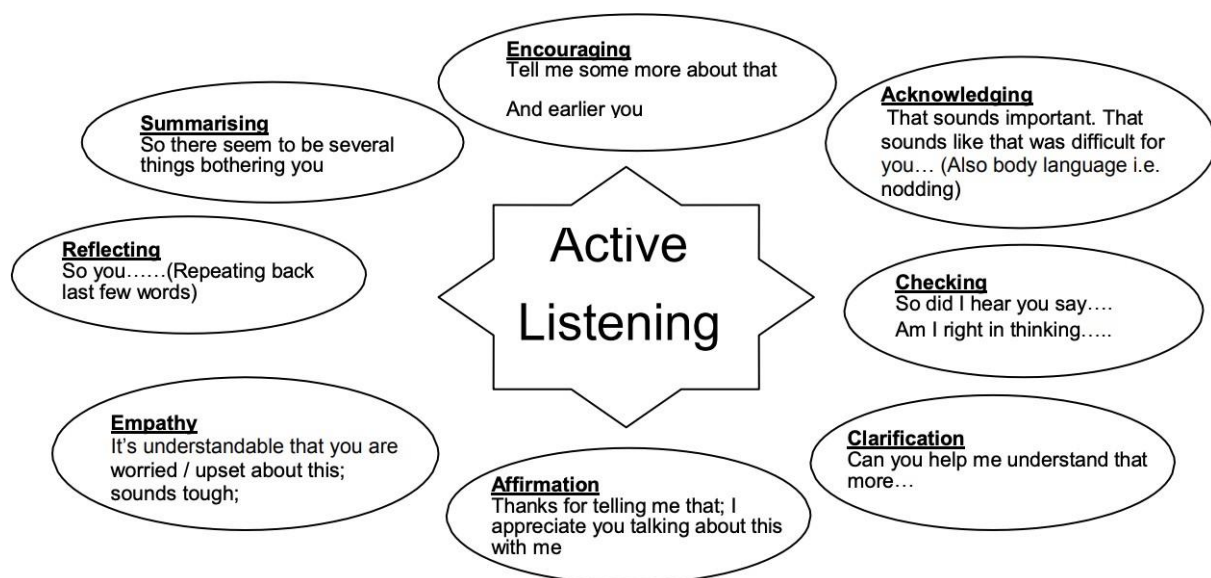
**What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.

### What do you think needs to happen next/to make things right with each other and with the school community?

How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



## **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 bullying and racism. The number of incidents (pupils cannot be identified) are reported to the Local Authority.

### **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. 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 The Family**

The family agree to a Home School Agreement when enrolling their child at the school. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We kindly ask parents and carers to support their child's learning, and to co-operate with the school.

## **Celebration of Good Behaviour**

The school promotes and celebrates good behaviour. Research shows that this approach will develop an ethos of kindness and cooperation while further encouraging good behaviour rather than merely deter anti-social behaviour. Earning extra golden time for the whole class.

### **1. Pasta in jar/Golden Time**

Pasta in a jar in class and during the special Friday celebratory assembly. Once the whole school pasta jar is full there will be a whole school treat. The School Council collect the 'treat' ideas so that the decision is pupil led and democratic.

### **2. Friday Certificates and a little treat for 'Gwobr Pennaeth' (Headteacher award) and Seren Cymreictod yr wythnos' (Respectful attitude to Welsh) . Nominations for each award are then entered into the Wheel of Names spinner for two extra awards.**

## **Once a piece of pasta has been placed in a jar it is never removed regardless of future breaches of behaviour**

### **3. Give me 5/Llond llaw.**

### **4. 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 mis-behaved.**

### **Golden time for children who display very challenging behaviour:**

Pupils can be given their own individual pasta pot where they earn a reward for the whole class.

Rewarding for effort in school work, behaviour and kindness hold the same status.

### **Additional provision to support positive behaviour through creating a culture of warmth and social engagement in staff-pupil and pupil-pupil interactions.**

1. All Pupils.  
Through Health and Well-being- pupils take part in weekly Circle Time sessions. Circle Time sessions may be combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.
2. 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.
3. 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".
4. Nurture groups.  
Pupils identified as needing extra support can be withdrawn and supported in a small group to develop their social emotional and communication skills.
5. Children identified as needing individual support may work with the Emotional Support Language Assistant (ELSA) using a range of techniques e.g. Drawing and Talking
6. 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.
7. 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.
8. The implementation of strategies to bring down stress hormone level such as yoga, breathing techniques, learning outside and/or conservation area, sand play, Lego etc
9. All staff are trained in the Team-Teach approach (please see Appendix 1)

### **The Restorative Approach and use of consequences**

When using consequences at Ysgol yr Hendy, the child(ren) should always be involved in a Restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened. When consequences are imposed without meaningful discussion, the child is likely to see themselves as the victim of punishment, rather than take responsibility for their original actions.

### **Logging Behaviour Incidents:**

Staff should log the following incidents/issues on 'My Concern' (a cloud based safeguarding tool) if they arise for a child in their class/yard/community:

1. When a pupil damages property on purpose (belonging to school or to another individual in school).
2. Racist incidents (these also need to be reported separately to the HT).
3. Severe swearing/verbal abuse.
4. Incidents in which another individual (child or adult) has been injured/assaulted with intent.
5. Incidents in which another individual has been injured/assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved.



6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the child responsible for bullying behaviour will be logged).

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 your 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. We want your child to develop the skills and knowledge to become ethical and informed citizens who are able to manage everyday life as independently as they can.

In the event of a falling out between pupils which cannot be resolved between themselves members of staff will hold a restorative conversation between the children. Action research has proven that this will often resolve the conflict

In the event of the behaviour continuing parents are invited to discuss their child's behaviour with the class teacher and/ or a member of the Senior Leadership Team. Further consideration of intervention strategies will be considered to avoid further incidents and to better manage their behaviour e.g. working with the Emotional Support Learning Assistant (ELSA) using agreed strategies.

#### **Pastoral Support Plans (PSPs) and Risk Assessment**

For learners who are not responding to the school's approaches and are in need of longer-term intervention PSPs are drawn up using a multi-agency approach (including the learner, parents/carers and the Behaviour Support Team if appropriate). A risk assessment will also be put in place.

A fixed term exclusion (last resort) when there is an immediate threat to the safety of others in the school or the learner concerned.

An internal time-in can be used to diffuse situations that occur in school that require a learner to be removed from class but may not require exclusion from the school premises. This exclusion could be to a designated area within the school (usually the headteacher's office due to lack of school space) or to another classroom with appropriate support and may continue during break periods.

In certain isolated cases due to the severity of a pupil's action it may be necessary to give a fixed term exclusion regardless of the step system.

#### **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 LA's Vulnerable Children Officer. Following an exclusion a 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*

## Appendix 1

### The Team-Teach approach will:

- Reinforce policy and practice, inform of current legislation, legal considerations and circular guidelines concerning restrictive physical interventions
- Reinforce the essential verbal and non-verbal skills required in a crisis situations
- Make staff groups aware of necessary interventions appropriate to the level of behaviour reached by the pupil.
- Following training, providing staff with knowledge, understanding and physical skills required for their personal safety, and the management of children in their care.
- Offers post-incident structure to both the pupil and member of staff

### Team Teach Aim

- To provide an accredited training framework designed to reduce risk and through working together to safeguard people and services.

### Team Teach Objectives

- To develop shared values which promote the attitude, skill and knowledge needed to implement Team Teach in the workplace.
- To develop positive handling skills in behaviour management, including: verbal and nonverbal communication, diversion, de-escalation and safe, effective, humane physical interventions.
- To develop skills in positive listening and learning.

### The basic principles of Team-Teach are:

- At least two members of staff when a situation occurs. This is protection for both staff and pupils concerned.
- 95% of crisis situations can be resolved through calm, controlled, dignified and skilled de-escalation strategies.
- Minimum force and time - important not to react emotionally but professionally and composed. Last resort (where possible) - all other behaviour management strategies to be tried and used first.
- Restrictive physical intervention techniques that provide a gradual, graded system of response - commensurate with the situation, task and individuals involved.
- Techniques allow for verbal communication - utilising positive relationships.
- Techniques that do not rely on pain or "locks" for control.
- Staff safety and protection issues addressed - important for staff to have a range of breakaway and release techniques in a serious situation where health and safety are at risk.
- Emphasis on staff awareness and communication skills - verbal and non-verbal used to deescalate a possible crisis situation.
- Following restraint there should be both a supportive and reflective structure for both staff and pupils.
- All incidents involving pupils being physically managed should be reported, recorded, monitored and evaluated.

Team-Teach is governed by the British Institute of Learning Difficulties (BILD) code of practice.