

# Abbey Primary School Ysgol Gynradd Abbey



## Policy for Behaviour and Discipline November 2023

Approved/Reviewed Date: \_\_\_\_\_ Signed: \_\_\_\_\_

Rights Respecting Pupil

*Article 28 – The Right to Education  
Article 15 – Freedom of Association*



## **Policy for Behaviour and Discipline**

At Abbey Primary School, it is our belief that exemplary behaviour is an important aspect of school life. It is a necessary requirement for effective teaching and learning to take place. Teachers have the right to teach, and pupil the right to learn, in an environment in which each individual considers the effects of their actions on other people.

Exemplary behaviour is essential for the health and safety of individuals in a school community. We also believe that the promotion of good behaviour in an individual in school can have a positive effect on how that individual is viewed in other environments, such as at home, in the community and in society.

It is our aim to establish a positive ethos designed to create an inclusive, purposeful school community in which each individual has the highest expectation of oneself and of others, and is helped to become a valued and responsible member of that community. All staff recognise the need for a whole-school approach in maintaining good behaviour within the classroom and the wider school community. Staff aim to be sympathetically firm and fair in exercising control, consistent in applying sanctions and rewards, and have clear expectations of pupils' behaviour.

They will aim to be sensitive to individual pupil's needs without compromising their role.

We expect our beliefs and aims to be realised through the following objectives:

- Developing a positive school ethos
- Understanding the responsibility of the individual
- Understanding the importance of a whole-school approach and teamwork
- Agreed rewards with pupils and staff
- Agreed sanctions with pupils and staff
- Additional Learning Needs (ALN)
- Policy on Anti-Bullying
- Policy on Safeguarding
- Consistent use of Class Dojo
- Communication with parents/carers

### **Developing a positive school ethos**

We aim to encourage a positive ethos within the school and wider community providing the required safe and secure environment for all. We respect each other's right to learn and develop self-control and the ability to co-operate with others. Agreed 'quiet times' should be adhered to; i.e. reading time and story time, 'carpet' lesson time, circle time, collective worship etc.

Our school expectations are made clear on issues such as moving around the classroom; safe movement on steps; safe practice in PE; safe practice in the playground; fire drill; communicating with adults and peers; excellent manners and basic rules for safety and harmony.

Morning assembly and collective worship is an important part of the school day. The pupils are encouraged to take responsibility for their own behaviour and to be aware of the importance they have in their school community; a sense of ownership in school is promoted. Stories that make up part of morning collective worship often reflect and support positive behaviour and moral values.

The playgrounds have been developed to be conducive to safe and harmonious play. There are agreed areas for certain types of play, e.g. multi-use sports area. Benches and summerhouses provide seating and shelter/shade. Teachers, support staff and lunchtime supervisors encourage the pupils to use the yards for appropriate play and are instrumental in teaching the pupils to play games. Where necessary, pupils are 'shadowed' by a member of staff to monitor behaviour. Where necessary, pupils are placed in 'reflection time' where they receive adult supervision.

### **Responsibilities of the individual**

Responsibility for the good behaviour of a class lies, in the first instance, with the pupil. If a pupil is persistent in his/her inappropriate behaviour, then the teacher needs to seek out any possible underlying cause, examine his/her own practice and if the problem persists to liaise with the SLT, Headteacher, parents and outside agencies in a bid to support the pupil's needs.

Similarly, support staff should follow the same course of action when experiencing challenging behaviour.

Serious offences should always be reported to the Headteacher, Deputy Headteacher or SLT in the absence of the Headteacher. However, the adult's views about the offence should be made clear to the pupil before reporting him/her to the Head teacher. Serious offences must be recorded on [MyConcern](#).

The authority for establishing a safe and productive work or play environment lies with all stakeholders, including pupils.

All staff should aim to be firm, fair, consistent and understanding with pupils. Confrontational situations between adult and pupil are unhelpful and serve no purpose; instead, staff should aim to address the issues and help pupils develop strategies to enable them to handle conflict.

The philosophy that underpins our action is that it is the behaviour we dislike, not the pupil.

If parents / carers are concerned about their child's behaviour, or that of another pupil, please discuss with staff members.

### **The importance of a whole-school approach and teamwork**

A common code of conduct should be promoted by all staff and expected of all pupils. Pupils need to understand that members of staff will deal with incidents of unacceptable behaviour in similar ways and will have the same sanctions. Staff will encourage pupils to practice self-discipline and self-control.

### **Rewards**

Good behaviour brings rewards and should be noted or recognised by staff, whether that good behaviour is the norm for that pupil or whether it is an effected behaviour change. Rewards should be intrinsic, i.e. the satisfaction is gained from doing something for its own sake, or because it is the right thing to do. Good behaviour can be recognised by:

- Class Dojo points
- Words of praise by the member of staff
- Positive reporting to parents in person or via Class Dojo
- Referral to other classes and teachers to share work
- Referral to Headteacher, Deputy Headteacher or SLT for praise, stickers

Extrinsic rewards are given for good work and working co-operatively. The rewards include:

- Class Dojos points

Certificates are awarded for the following per term:

- Bronze = 25
  - Silver = 50
  - Gold = 75
  - Platinum = 100
- Stickers which can be placed on a book or worn by the pupil
  - Certificates for excellent attendance
  - Rewards in Merit Assembly – Seren yr Wythnos

### Sanctions

Sanctions should be applied consistently and should not be changed after a considered decision has been made to apply the sanction. Sanctions should be applied only to those pupils who **do not** rather than **cannot**.

Staff should employ the following criteria when imposing sanctions:

- De-escalation techniques
- Employ the lowest level of intervention to obtain the desired result
- All sanctions should be delivered in a calm manner
- Sanctions should be imposed only after a clear warning has been given of the consequences the continued inappropriate behaviour will bring, placing responsibility for the consequences firmly with the pupil
- All consequences should be planned and consistent

Sanctions should be viewed on a tariff basis, so that the consequence is appropriate to the level of unacceptable behaviour.

- Pupil has to take 'time in' (5 minutes) from an activity and moved to a different part of the room or playground
- Pupil has to take 'time in' (5 minutes) to reflect
- Pupil is taken to the Head teacher, Deputy Head teacher or SLT (Fast Track – 15 minutes of their lunchtime)
- The parents/carers are informed of the pupil's inappropriate behaviour
- A risk assessment and behaviour support plan is constructed by staff and parents where serious incidents occur
- The pupil is excluded (following L.A. advice and with the consent of the Chair of Governors)

### Additional Learning Needs

Where a pupil continues to struggle with their behavioural needs, parents/carers will be informed. Should the unacceptable behaviour persist the pupil's parents / carers will be invited to school to discuss the situation with the class teacher and /or Headteacher/DHT/ALNCo.

Further action that may be taken:

- Parental consent will be requested to refer the pupil to the L.A. Educational Psychologist/Behaviour Support team who will observe the pupils behaviour in the classroom and in the playground. Feedback will be given to the class teacher, Headteacher and parents.
- The pupil will be provided with an Individual Behaviour Plan/IDP to target particular areas of behaviour. Targets will be shared and agreed with parents / Carers.

- Should unacceptable behaviour persist then the Headteacher may exclude a pupil from school. This will be communicated to the Chair of Governors and LA officers.

## **Bullying**

The school adopts a zero-tolerance approach to any form of bullying! Bullying is the behaviour of a person who hurts or frightens someone smaller or less powerful, often forcing that person to do something they do not want to do. (*Cambridge Dictionary*)

For further information, please see the schools Anti-Bullying Policy.

## **Governor Responsibilities**

Cllr. Mike Harvey, Chairperson to the governing body is appointed Behaviour Governor.

## **Monitoring, Evaluation and Review**

This policy will reviewed on an annual basis.

## APPENDIX 1

### What to say:

- Do not ask why?

Use:       What?  
              When?  
              Where?

- Keep it short and to the point.
- Positively reinforce effort not the outcome.

### Rewards:

- Stickers/charts (particularly with younger pupil).
- Dojos – online system.
- Phone call / text home.
- Certificate to take home (achievements assembly).

### Ask the pupil/pupil voice/ school council/Head girl/boy/prefects

- What is working well and why?
- What is not working well and why?
- What do we need to do in order to have a classroom/school, which is safe ...etc.?
- What do they think a suitable consequence should be?

### Remember:

- Model the behaviour you want rather than react to the behaviour you are getting.
- Do not ignore bad/inappropriate behaviour.
- Do not shout all the time – pupil will switch off.
- Be consistent with class rules/school rules.
- This will only work if adopted by all staff – consistency through the school.

Significant behaviour incidents must be recorded on MyConcern for tracking purposes and evidence.

## APPENDIX 2

### Teaching Assistants/Supervisory Assistants

If you witness unacceptable behaviour, or find pupils are displaying challenging behaviour under your supervision:

- Look for the possible cause of the bad behaviour. (For instance, is a pupil behaving badly because he has been goaded, hit, teased? Did you miss what went on before?).
- Call the pupil to one side, away from an audience, and investigate the incident, taking care to listen fairly to all parties involved.
- Explain to the pupil, quietly and calmly, that the behaviour is unacceptable, and that further behaviour of that kind will bring about a sanction, or
- The behaviour is bad enough to warrant a sanction.

Make a considered judgement on what the sanction should be, if you are going to apply a sanction.

Sanctions include:

- Time out (5 minutes) – a cooling down period, where a pupil has to stand in a certain place for a certain period, in the yard during outdoor play, or in a certain part of the classroom during a wet playtime.
- Taking the pupil to the Class Teacher who will then decide if Fast Track is applied (missing 15 minutes lunchtime)

Evaluate how you handled an incident. Did you make the right judgements? Did the pupil understand your decision and your reasons for making that decision? Could you have handled the situation better? Are you happy that you handled the situation well?

### Always aim to:

- Listen to the pupil's view to make an informed decision.
- Be fair and consistent in your judgements.
- Explain to the pupil the rationale for your decision.
- Explain that repeated challenging behaviour will result in a sanction, thus placing the responsibility for the consequences firmly on the pupil.
- Deal with the behavioural incident openly and honestly.
- Use a calm but firm voice.
- Avoid external factors intervening.
- Consult senior staff, if required.

### Remember, our aim is to:

- Promote and encourage positive behaviour within the school.
- Help pupils to practise self-discipline and be able to handle conflict.
- Understand that it is the behaviour we dislike, not the pupil.