

# Behaviour & Pupil Discipline Policy



Policy Reviewed: July 2020  
Policy Review Date: July 2023  
Signed

Headteacher: *J E Martin*

Chair of Governors: *[Signature]*

## **Behaviour Policy**

This Behaviour Policy has been approved by the staff and Governors of Deri Primary School and will be reviewed annually.

The importance of encouraging positive behaviour patterns in our children cannot be overstated. It underpins the ethos of the school and is essential in **promoting learning**. It ensures the safety of the children in our care and the welcome felt by visitors. Good behaviour is essential for the smooth running of the school.

It is incumbent upon all staff, both teaching and non-teaching, to provide positive models of behaviour for our pupils. This policy applies equally to all pupils and staff, regardless of race, religion, gender or disability. However, it is acknowledged that some children will have Individual Plans with respect to behavioural targets and that an individual's needs may differ according to ability, culture or circumstances. It is our aim to encourage and teach appropriate behaviour and to provide a safe and secure learning environment for all pupils.

**"Good behaviour is a necessary condition for effective teaching and learning to take place".**

D.E.S. 1987

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### **'Catch the Child being Good.'**

**Our Philosophy is to catch the child being good and rewarding them appropriately.**

We believe children should:

- ✓ Be considerate towards others in every aspect of school life;
- ✓ Respect the view of others;
- ✓ Be polite and courteous to everyone they meet;
- ✓ Be friendly and welcoming;
- ✓ Be honest, reliable and responsible for their actions;
- ✓ Be aware that their actions have consequences for others and themselves.

We aim to:

- ✓ Ensure the safety and happiness of all our pupils;
- ✓ Take appropriate action to deter bullying;
- ✓ Ensure that our children show consideration for others;
- ✓ Foster a sense of pride in and loyalty and commitment to the school;
- ✓ Safeguard the right of all children to take advantage of all opportunities school has to offer;
- ✓ Treat all children with equal fairness;
- ✓ Work together with parents to overcome individual problems.

## **Unacceptable Behaviour**

The following are some examples of what we would regard as unacceptable behaviour and is not exhaustive: -

- Disregard of requests for co-operative, sensible and considerate behaviour;
  - Threatening or abusive language towards other children and adults;
  - Bullying;
  - Acts which are racist and/or sexist which causes upset to others;
  - Fighting and swearing;
  - Causing damage to the property of others, including the school itself.
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**It is vital that a fair and consistent approach to dealing with problems is understood and used by everyone. Children must not be made to feel that they are being treated unfairly or any differently from anyone else.**

- When dealing with a situation, it is important not to over-react;
  - Avoid confrontation;
  - Address the problem;
  - Listen to all sides of the story;
  - Try to establish the facts (not always very easy);
  - Judge only when certain;
  - Use sanctions sparingly and appropriately.
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## **Classroom Management**

A great deal of positive behaviour can be achieved and encouraged through the provision of well planned, exciting lessons which engage the interest of all pupils. Children must be encouraged to set themselves high standards and to take pride in their work. Within the class they must learn to listen attentively to others, take turns in speaking and getting their teacher's attention.

The classroom environment gives clear messages to children about the extent to which they and their efforts are valued. Classes which are well organised and have easily understood routines will help to develop independence and self-discipline. Relationships between children and teacher, strategies for encouraging good behaviour, arrangement of furniture, neatness and orderliness, access to resources and classroom displays all influence the ways in which children behave.

Teaching methods must encourage enthusiasm for the subject and active participation for all. Praise must be used to encourage and reward instances of good behaviour as

well as good work. Teachers' specialist knowledge of individual children will enable them to make appropriate allowances when necessary.

### **School Rules** -

**S** - **Share**  
**M** - **Manners**  
**I** - **I've got respect**  
**L** - **Listen**  
**E** - **Enjoy**

### **Rewards**

The emphasis must always be to encourage positive behaviour rather than to criticise inappropriate behaviour and rewards have a major role to play in this.

The most immediate method is verbal praise; it is motivational and helps children to realise that good behaviour is valued.

Merit stickers, stars and pebbles are also used within each class at the discretion of the teacher. A range of commercial stickers is available and will be ordered on request.

Children are also sent to other adults in the school to receive recognition of good work.

There are three School Houses in Deri Primary. Each child belongs to a house - Ty Darren, Ty Groesfaen, Ty Ogilvie. Children can be given house points for good work / behaviour which are totalled each Friday. The winning house is provided with a treat at the end of each term.

Each Friday, a merit assembly is held and selected pupils from each class are presented with a sticker for good work / behaviour. A record is kept of all pupils of the week in the golden book and this is tweeted out and put on the class page of the website.

### **Sanctions**

This is always a more difficult area of behaviour management to deal with. Sanctions are necessary to register disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where praise and respect are central, disapproval and loss of respect can be powerful punishments.

**The use of punishment should be characterised by the following features:**

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are needed to avoid future punishment.
- Reprimands should, whenever possible and appropriate, be delivered away from other children.
- Group punishments should be avoided as they may breed resentment.

- There should be clear distinction between minor and major offences.
- It should be the behaviour rather than the child that is being punished.

Punishments range from verbal and facial expressions of disapproval through withdrawal of privileges, referral to the Headteacher or Deputy Headteacher, letters to parents and interview with parents to exclusion (following LEA guidelines). Most instances of misbehaviour are relatively minor and can be dealt with simply and quickly by a verbal reprimand. Some may require withdrawal of privileges or being kept in at break times. The latter can only be done if the teacher remains with the child/ren. **On no account should children be left in the hall or classroom unsupervised.** Putting children to stand outside the classroom is not recommended. Although in general most children will remain where they are put, there is always a risk that a child may abscond or place themselves in a position of risk. **In this situation, the teacher would be culpable.**

Where anti-social, disruptive and aggressive behaviour continues, despite all the teacher's attempts to curb it, the child should be referred to the Headteacher who will summon the parents to discuss possible ways forward. Additional specialist help, usually from the Psychology Service, may sometimes be necessary to draw up behaviour plans. Teachers can also draw up classroom behaviour plans and make direct contact with the parents when they feel it is appropriate. The Headteacher is informed in such circumstances.

The school has developed the STRIPE approach which is used by all staff -

- S** - Sorted out
- T** - Time out
- R** - Recorded
- I** - Inform Head
- P** - Parents interviewed
- E** - Excluded

There is a page within their individual pupil folder to document any incidents of inappropriate behaviour.

### **Exclusion**

Instant exclusion can be issued to any child for extreme instances of behaviour. This will include:

- Individual extreme aggression towards staff or another child;
- Serious behaviour that leads to danger towards themselves and another person;
- Extreme swearing directed towards a member of staff.

Children who continually find it difficult to control and manage their behaviour appropriately will be placed on the ALN register and given an IBP. The issuing of an IBP follows the same graduated response as an IDP.

### The graduated response

- a. Teacher (or ALNCo) identifies that a child has special educational needs or behaviour difficulties.
- b. Teacher (or ALNCo) provides interventions that are additional to or different from those provided as part of the school's usual behaviour strategies, discussing the provision for the child with his / her parents and record strategies employed to enable the child to progress within an IBP - School Action.
- c. If progress is not adequate, the ALNCo may seek the advice and support from external agencies - School Action Plus.

**Bullying** - (Please see the school's **Anti-Bullying Policy** for further detail and guidance)

All staff should be aware that bullying does take place and it is something which we do not countenance.

Bullying can be defined as the wilful, systematic desire to hurt another and will not be tolerated in school. It can take the form of verbal, physical or psychological abuse such as name-calling or spreading 'stories.' It is the basic entitlement of all pupils at school that they receive their education free from humiliation, oppression and abuse. We should ensure that the school enjoys an atmosphere which is caring and protective.

All incidents where 'bullying' is reported are taken seriously and are always thoroughly investigated, following the procedures outlined in the school's Anti-bullying Policy. The appropriate action will be taken to deal with the bully and help the victim.

Guiding Principles at School.

- \* Bullying is completely unacceptable
- \* If you are being bullied tell someone
- \* If you witness bullying tell someone
- \* People who help stop bullying will be given full support
- \* Every reported incident will be investigated
- \* Victims will be given full support
- \* Bullies will be given guidance to modify their behaviour

### **One Page Profiles**

Pupils who frequently display challenging behaviour will have a One Page Profile devised by the class teacher with the support of ALNCO / Behaviour lead, parents/carers and other professionals who may be involved with the child. The One Page Profile should be **specific and unique** to that pupil. Strategies that are included in the One Page Profile

will be shared with all staff that works directly with the child and other professionals, as appropriate and agreed by parents. One Page Profiles will be reviewed annually to ensure they remain relevant and appropriate. Parents/carers will be involved in discussions with the class teacher regarding behaviour strategies and rewards. One Page profiles are shared and agreed by parents who are vital in supporting the class team in developing the strategies and rewards for positive behaviour. Parents/carers are also encouraged to apply the same behaviour strategies at home to ensure the child receives a consistent message from everyone.

The One Page Profile will contain strategies that are appropriate for the specific individual, e.g. use of the safe space inside SNRB. These strategies will be based upon mutual respect and will involve carefully planned approaches that can be used by all staff. Strategies will focus on rewarding positive and appropriate behaviours, celebrating success and achievements. It is important to ensure that the child feels valued and respected regardless of their challenging behaviour, and all staff will ensure that they speak to child in such a way as to raise their esteem and not undermine them.

Different strategies will be appropriate for different children and staff will do their best to ensure that strategies used are age appropriate and encourage them to show good work, share their achievements and celebrate their behaviour achievements. Behaviour achievements are celebrated in a variety of ways including stickers issued by the class teacher or Leadership Team, Friday Whole School Celebration Assembly and rewards from home, via prearranged and agreed systems e.g. having a favourite meal, comic book or extra time on the X-Box etc.

Pupils who are excluded for long periods or carry out extreme behaviour consistently e.g. absconding or violence that requires police attendance, a risk assessment needs to be put into place.

### **Use of Time Out provision**

There may be times during the school day when a pupil identifies a need for 'time out' from a situation that is causing them some distress. An identified safe place, e.g. the library area or the designated safe space within the SNRB classroom (for pupils with a One Page Profile and safe place highlighted as a strategy). Here, they are able to regain calm and composure in a safe environment until they are ready to join their peers again. The pupil must be supervised at all times whilst in the identified area, with the adult either in the room or outside. It is encouraged that the door to the safe space remains open or ajar but it may be that the pupil wishes for the door to be closed. In this circumstance, the adult remains outside but will continue to monitor and converse appropriately with the pupil. Doors to identified safe spaces must never be locked.

'Time out' outside the classroom should not be used unless the pupil is supervised or the strategy forms part of the child's One Page Profile.

Staff may encourage a pupil to request 'time out' prior to an incident escalating; this may also be part of scheduled activities through the day on a pupil's individual schedule. The 'time out' space should be a positive strategy and not used as a threatening environment. There are many ways in which the use of 'time out' room can help support a pupil with challenging behaviour and these strategies should be included in the child's One Page Profile where applicable.

However, the use of this area must ensure that safeguarding and welfare of the pupil is of paramount importance. Staff must not use this area as somewhere where a pupil can be left for extended periods of time and it should also not be seen as an area that will detain a pupil against their will.

A log is kept of the pupils who visit the safe space within the SNRB classroom and will be regularly monitored (Appendix 2)

### **Restrictive Physical Intervention**

All staff have a duty of care to intervene in order to prevent pupils from hurting themselves or others. There may also be situations where a pupil seriously disrupts good order in the school or causes significant damage to property. Physical intervention should only be used when there is **NO other realistic alternative** and is in the best interest of the pupil. Physical intervention should be 'reasonable, proportionate and necessary'.

Pupils who may require physical intervention will have a Positive Handling Plan (PHP). This will form part of the wider IBP for a pupil and only be used when there is **NO** other realistic alternative and prior strategies outlined in the IBP have not been successful. The class teacher will devise this will support from the parents/carers, Team Teach trainers, Behaviour lead and Head Teacher. Strategies that are included in the PHP will be shared with all staff who work directly with the pupil.

PHPs will be shared and agreed with parents/carers before interventions are used, unless there is an immediate unforeseen circumstance where physical intervention is necessary. A meeting between should be held with parents so that the PHP can be discussed in detail and techniques to be used in any intervention can be explained and

demonstrated. When parents are happy they will need to sign the PHP and date they agree with the plan.

Physical intervention should be carried out by staff who are trained in TEAM TEACH. However, all staff have a duty of care to keep pupils safe.

Whenever a restrictive physical intervention is required the incident must be recorded on the required LA Restraint form (appendix 1) and sent to the LA within **24hrs**. After a physical intervention parents/carers will be informed via a telephone call home to explain what has happened. This phone call be followed by a letter home within 24hrs of the restraint happening.

### **Communication and Parental Partnership**

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Where the behaviour of a child is giving cause for concern, it is important that parents/carers are made aware of those concerns at an early stage.

We explain the school's "Rules" in the School Prospectus and Home School Agreement, and we expect parents to read these and support them.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

### **The Role of the Class Teacher**

Deri Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Deri Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving the Headteacher / Deputy Headteacher as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

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

### **The Role of Non-teaching Staff**

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

### **Role of Breakfast Club Staff**

Breakfast club staff should adhere to the school's Behaviour Policy, i.e encouraging good behaviour at all times. If a child's behavior becomes a cause for concern during breakfast club the breakfast club staff will speak with the parents regarding the child's behavior. If the poor behavior persists then the headteacher and the head of catering will be informed and short term exclusion could be applied and the child would have to have their breakfast at a later time.

### **Role of the Governors**

The governing body has the responsibility of setting down 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.

### **Role of the Headteacher**

It is the responsibility of the Headteacher to implement the school behaviour 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 the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of mis-behaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehavior. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. (Following LEA guidance).

### **Implementation, Monitoring and Evaluation of the Behaviour Policy**

The implementation, monitoring and evaluation of this policy is the responsibility of the whole school community but the particular responsibility of the Headteacher and Deputy Headteacher. It is achieved through:

- Discussion with staff on behaviour both formally (Staff Meetings) and informally.
- Regular observation of classrooms and playgrounds.
- Monitoring of any recorded incidents.
- The annual review of standards when considering priorities for the School Development Plan.

## **Examples of Behaviour Management Strategies**

Do not assume the child knows what is expected specifically teach the skill required. Adult needs to model the activity, with commentary and dialogue. Give reminders and use visual prompts to reinforce instructions.

Prepare for any changes to routine in advance if possible. Ensure all staff are aware of class systems to maintain consistency. Use a whole class visual timetable if needed.

Immediate reinforcement for compliance, eg: smile, praise, thumbs up, sticker.

Voice chart on classroom wall as a visual prompt to communicated expectations to pupils, eg, partner voice, group voice, quiet voice, playground voice, etc

Give consideration to the class layout and seating arrangements. Ensure children who are easily distracted are not sat near each other. Also ensure there is not stimulation overload and only necessary equipment is available.

Use visual prompts to indicate independent activity eg: quiet table area – use a sand timer to build independent working. Initially, the expectation for a specific child to work independently (in some tasks, eg, written work) will be lower than some of their peers. Set children for certain tasks according to ability.

Where possible, when a child finishes his table top task before his group, s/he could be given an activity book. This will reduce the opportunity for wandering around the classroom.

To build up independent working, a colour 'que' could be used by the pupil to indicate when the class teachers attention is required, eg, green square = on task, amber square = explain again, red = don't understand. This will limit the need for 'wandering around the classroom' trying to gain the class teachers attention. Also,

for less confident learners it gives them some control and the class teacher doesn't need to keep checking if the child is ok.

Introduce and explain an individual reward system. Targets should be SMART and the pupil should understand what s/he needs to do to achieve his targets. The reinforcer should be time limited using a visual aid (sand timer) to reduce negotiation. This should motivate the child to want to achieve his targets.

Whole class circle time, wellbeing, assemblies can be used to reinforce certain themes, eg, 'keep your hands, feet and unkind words to yourself' and explain what it looks like when children are 'friendly' appropriate touching in different environments, eg, hug mother, not strangers.

Some children may require a time out facility, however this will need to be closely monitored. A reciprocal agreement with another member of staff can be effective when tensions are high. This should be time limited and the child should be sent with a piece of work and the expectation that this will be completed.

Alternatively, some children need a quick exit route, where they can go to a safe place to prevent situations escalating. This should be agreed with the class teacher and the pupil.

Diary, for the pupil to express their feelings by writing them down if unable to verbally say what's concerning them. 'Stuffing' your frustrations and anger can lead to emotional outbursts, this gives the child a 'release valve.'

'Special jobs' can be used a diversionary tactic, or to raise self esteem and a positive status within the class. Many pupils respond positively to having some responsibility, eg, Eco monitor.

Give choices, the language of choice. 'I am asking you to put the car on my desk or in your bag, if you chose not to follow the instruction, you will chose (the consequence).....

'I can do book' to record effort, eg, certificates, examples of work, photographs of achievements, witness statement of good choices (recorded by adults).

Reinforcement of effort through telephone calls home, show examples of work to head teacher (special sticker), praise assembly, certificates and postcards sent to home address.

1:1 mentoring meetings, once weekly for 10 minutes the pupil could be given the opportunity to 'check in' with a named person, to discuss concerns/celebrate effort.

Prevention of aggression - redirect, ask to do a job, highlight those exhibiting desired behaviour, offer a reward if child follows through with instructions, remind of consequences if instructions are not followed, etc. Keep calm, do not escalate situations by being confrontational or sarcastic.

In extreme cases of aggression ensure there is a warning system in place to alert another member of staff, eg, inform a 'trusted' pupil (s) where there is a red card and the procedure to follow when necessary, if the children need to be removed from the class for their safety.

A whole class behaviour management system, based on a stepped approach would be an effective strategy, which would be implemented for all children. Also, whole school systems such as house points, merits, report systems, etc

Graduated response to managing challenging behaviour, leading to a 3 Way Behaviour agreement, child, parent school. Agreed targets for each when behaviour has become of concern to the degree of exclusions.

Another element of ensuring pupils are fully supported is to maintain open channels of communication between home and school. Each should be informed of the child's achievements, concerns and changes to routine. A home / school contact book could be used as a method of communication

## Appendix 1 : Restraint form for LA



### Incident Recording Sheet – Physical Intervention

Within 24 hours of the restraint taking place, please ensure that a signed copy of this form is:

- Saved on the pupil's school file
- If appropriate saved on the pupil's safeguarding file
- Scanned and sent to [restraint@caerphilly.gov.uk](mailto:restraint@caerphilly.gov.uk) or faxed to 01443 866725.

#### Basic Information

<b>Name of School</b>			
<b>Name of Pupil</b>		<b>D.O.B</b>	
<b>Location of Incident</b>		<b>Date of Incident</b>	
<b>Time of Incident</b>		<b>Duration of Restraint</b>	
<b>Full names of staff involved</b>			
<b>Names of staff/pupils who witnessed the incident</b>			

#### Reason for Intervention – please delete as appropriate

<b>Risk of personal injury to pupil</b>	<b>Yes / No</b>
<b>Risk of injury to another person</b>	<b>Yes / No</b>
<b>Risk of significant damage to property</b>	<b>Yes / No</b>
<b>Compromising good order and discipline</b>	<b>Yes / No</b>
<b>At risk of committing criminal offence</b>	<b>Yes / No</b>

## Details of the Incident

<b>What happened prior to the incident – please list any triggers</b>	
<b>Description of the incident</b>	
<ul style="list-style-type: none"> <li>• Where did incident start</li> <li>• What was happening at the time</li> <li>• what action was taken to try to de-escalate the situation</li> </ul>	

<b>Level of Risk – please delete</b>	<b>Low / Medium / High</b>
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Tick and/or describe precisely what the risk was					
Verbal Abuse		Slap		Punch	
Bite		Pinch		Spit	
Kick		Hair Grab		Neck Grab	
Clothing Grab		Body Holds		Arm Grab	
Throwing Objects		Weapon		Other	
Other:					
Who was at Risk?					

## Method of Physical Intervention

<b>How was the pupil held?</b>	
<ul style="list-style-type: none"> <li>• Name of hold</li> <li>• Number of adults</li> </ul>	
<b>Has the pupil been physically restrained before?</b>	
<ul style="list-style-type: none"> <li>• Please indicate dates</li> </ul>	

## Outcome of Incident

<b>Was anybody Injured?</b> <ul style="list-style-type: none"><li>• Who was injured</li><li>• Nature of injuries</li><li>• Treatment required</li></ul>	
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## Follow up action

<b>Were other agencies contacted?</b> <ul style="list-style-type: none"><li>• Medical Staff</li><li>• Children's Services</li><li>• Education Safeguarding (LAC)</li><li>• Police</li></ul>	
<b>Parent/Carer informed</b> <ul style="list-style-type: none"><li>• Method of contact</li><li>• Time</li><li>• Date</li></ul>	
<b>Debrief discussion with pupil</b> <b>If yes, please summarise discussions. Please indicate the pupil's views.</b> <b>If no, please explain why not.</b>	<b>Yes / No</b>
<b>Debrief discussion with staff</b> <b>Please list any actions required.</b>	<b>Yes / No</b>

<b>Name of professional carrying out restraint and completing this form</b>	
<b>Designation and signature</b>	
<b>Head Teacher's signature</b>	
<b>Date</b>	

