



Ysgol Gynradd Aberbargoed Primary School

"Everyone Matters" – " Mae Pawb Yn Bwysig"



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Policy Title:	Behaviour & Discipline		
Adoption Date:	May 2022	Review Date:	May 2025
Signed:		Signed:	
	Chair Of Governors		Headteacher



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Behaviour And Discipline

Section 61 of The School Standards and Framework Act 1998 requires the Governing Body and Headteacher to take certain steps to promote good behaviour and discipline at our school. The Governing Body has a general duty to ensure the school follows policies to promote good behaviour and discipline among pupils. The Headteacher has responsibility on a day-to-day basis for maintaining discipline with the backing of the Governing Body and promoting good behaviour and discipline.

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

The Governing Body accepts this principle and seeks to create an environment in the school, which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Aims of This Policy

- To create an environment which encourages and reinforces good behaviour;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the school's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and school in the implementation of this policy.
- To ensure that all staff (teaching and non-teaching) take the lead for maintaining good behaviour and to ensure early intervention when problems arise.
- To ensure that the needs of the pupils with educational and behavioural difficulties are identified early and met.
- To ensure regular and effective communication between the school and support services who will receive early notification of developing problems.
- To build a sense of community in the school and to encourage staff, governors, parents and pupils to play an active part in Aberbargoed community.
- To create an environment in which pupils are able to develop as ambitious, capable learners who are healthy and confident individuals; enterprising creative contributors and ethical, informed citizens.

Colleagues may also find it useful to refer to the Welsh Government document "Practical Approaches To Behaviour Management In The Classroom" (2012) <https://gov.wales/sites/default/files/publications/2018-12/practical-approaches-to-behaviour-management-in-the-classroom-a-handbook-for-classroom-teachers-in-primary-schools.pdf>

Listening To Learners



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During Assembly on Wednesday 30th March 2022 the children from Reception through to Year Six described the behaviours they would like to see in our school.

Pupils identified they expect successful learners to be:

- helpful, caring and kind;
- on task and focused;
- trying their best;
- listening well with listening ears and using good looking skills;
- hard working;
- respectful;
- polite;
- neat and tidy;
- confident and never giving up;
- calm;
- on time;
- willing to ask for help;
- proud of themselves;
- able to choose to do the right thing in order to earn lots of green points throughout the day

School Rules and Procedures

Rules and procedures should be designed to make clear to the children how they could achieve acceptable standards of behaviour. Rules and procedures are defined by each class as part of class contracts at the outset of every academic year, including reference to the school's 'Good to be green' class behaviour prompts. Rules and procedures should:

- Be kept to a necessary minimum;
- Be positively stated, telling the children what to do rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Be consistently applied and enforced;
- Promote the idea that every member of the school has responsibilities towards the whole.

Aberbargoed Primary School Rules are:

- Be ready
- Be respectful
- Be responsible
- Be safe

Expectations of Pupils

Pupils should / should demonstrate:



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- highest standards of behaviour enabling all learners to learn including being punctual to all learning activities;
- wonderful walking in shared areas;
- legendary lines when lining up;
- hand washing before eating;
- looking after resources and stationary;
- respect for others and celebrate the diverse culture of our school and wider community;
- respect school property by placing all rubbish in bins provided;
- speak politely to each other and teachers;
- remain in designated seats or learning areas as instructed unless given permission by a staff member;
- follow school rules relating to mobile phones (handing in mobile phones on entry to school to class teacher, to be kept in a locked cupboard and returned at the end of the school day);
- follow the instructions of staff to keep themselves and others safe - pupils should not leave school premises without permission;
- refrain from behaviours that would be considered physical contact e.g. biting, hitting, kicking, spitting;
- refrain from using verbal language that would be considered offensive e.g. swearing and discriminatory comments.
- refrain from bringing sweets, chewing gum, energy drinks and any items which are likely to cause hazard to other learners e.g. lighters, sharp implements, glass bottles, laser pens and any item the Headteacher deems dangerous.
- refrain from bullying of any kind including online;
- leave valuables at home. Monies should be handed in to office staff.
- only wear jewellery allowed - a wrist watch, and stud earrings. Where the watch worn is a smart watch - this should be set to aeroplane mode on entry to school.
- Not carry medicines around the school. Medication should be handed into the school Office. The Headteacher, or the Headteacher's representative, will only give medication following completion of the Medication forms by parents. The school reserves the right to refuse to administer certain medications.

As staff in school we commit to:

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As adults we should aim to: -

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring, secure and effective learning environment that promotes self-esteem and developing independence;
- Encourage relationships based on kindness, respect and understanding of the needs of



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others;

- Ensure fair treatment for all regardless of age, gender, race, inability, ability and disability;
- Show appreciation of the efforts and contribution of all.

All staff will /will be:

- positive
- calm
- consistent
- role models for positive behaviour
- meet and greet children daily
- will never ignore bad behaviour but will praise good behaviour

De-escalation

Learners should feel comfortable in voicing their opinions and challenging unfairness in a polite manner. Conflicts and disagreements should be managed and resolved through appropriate interventions. Opportunity for restorative follow up sessions provided to ensure positive relationships remain at the centre of behaviour strategies in order to foster a sense of social responsibility and shared accountability.

Children do have access to quiet spaces outside classrooms within the Key Stage 2 corridor. Pupils may ask to use these spaces or an adult may instruct a child to access these areas as a tool to support emotional regulation with the aim of providing an opportunity for restorative conversation between an adult and the pupil in order for the pupil to re-engage with learning. Pupils will be prompted to use mindfulness strategies whilst in the quiet spaces that are visible from the classroom.

Recording Behaviour

The school operates a computer based behaviour management system through Classcharts. All staff have access to the system via their laptops/iPads. All incidents, positive and negative, actions taken and any follow-ups must be entered into this system. Parents have access to class charts virtually as a tool for promoting shared expectations and communication between home and school. These conversations aim to reinforce positive messages about the impact of good choices and the impact of their behaviour on the learning and emotional well-being of themselves and others.

School uses Class Charts to award good to be green points, and to award red points. Learners will receive a red warning point, followed by a red point that identifies the specific unacceptable behaviour.

If a behaviour persists red points can be allocated linked to a period of reflection time during break time. This period of five to fifteen minutes of the next morning's play is to be spent in thinking time with an allocated teacher to review and reflect upon positive choices that could have been made and an opportunity to review strategies for coping with personal emotions during the build up to a red card.



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If behaviours persist and multiple red points are awarded or instances of physical contact, the behaviour is reported to a senior leader or the Headteacher and parents are informed. Parents have access to class charts virtually as a tool for promoting shared expectations and communication between home and school. These conversations aim to reinforce positive messages about the impact of good choices and the impact of their behaviour on the learning and emotional well-being of themselves and others.

Rewarding Positive Behaviour

Our emphasis is on rewards to reinforce good behaviour. We believe that Positive Recognition through rewards has a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work. Recognition of the following rewards is presented publicly during assembly: -

- Green points - individual prize box for 50 point achievements, used as class behaviour targets to earn golden time
- Certificates;
- Stars of the week/Disgybl Disglair
- Tystysgrif Cymraeg
- Positive notes home
- Golden phone calls home
- Stickers
- Prizes within aspects of curriculum e.g. Gold Athletics Certificate winners, dancers of the week
- Green points translate to house points and these are celebrated with a wider audience in termly newsletters
- Celebrating achievements with a member of Senior Leadership, the Headteacher or another adult in school in order to receive verbal praise from a wider audience and raise self-esteem

Attendance Awards -

1. Certificates for excellent and very good attendance for a term
2. Reward for 100% for a full term
3. Reward for 100% attendance for three terms - to be issued in July.
4. Class Teddy (FP) and Class Cup (KS2) for the highest attendance class - weekly
5. Gold, silver and bronze medals issued during end of year assemblies for 100%, 98%+, 95%+ attendance

What is bad/ unacceptable behaviour?

This is a negative attitude to discipline, socialisation and effort. It ranges from specific minor



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problems to serious behaviour disorders.

Minor Problems

- Being off task
- Lack of consideration for property;
- Over exuberant behaviours affecting wellbeing, health and safety of others e.g. running inside school, lining up inappropriately;
- Problems associated with lack of maturity e.g. temper tantrums in a young child

More Serious Problems

- Temper tantrums in an older child
- Bullying involving learners with special educational needs and disabilities
- Bullying around race religion and culture
- Homophobic, sexist, sexual and transphobic remarks and bullying
- Lack of respect for peers/ adults
- Verbal and physical aggression/ bullying
- Biting and kicking
- Lying and stealing
- Use of unacceptable language
- Inappropriate communication online
- Leaving school site
- Damaging property
- Assault of peers and staff

Consequences

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. The use of consequences should be characterised by certain features: -

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future punishment;
- Group consequences should be avoided as they breed resentment;
- There should be a clear distinction between minor and major offences;
- It should be the behaviour rather than the person that is sanctioned.

Consequences range from expressions of disapproval, through to the withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last



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resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Behaviour Support Service may be necessary. This possibility should be discussed with the Headteacher.

We employ a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. These are employed as is appropriate to the needs of any given situation.

- We expect children to follow instructions in lessons. If they do not we may ask them to move to a place nearer the teacher or additional practitioner or to sit on their own;
- We expect children to try their best in all activities, if they do not we may ask them to redo a task.
- If a child is disruptive in class the classroom practitioner will reprimand him/her. If a child misbehaves repeatedly we may isolate the child from the rest of the class until s/he calms down and is 'ready for learning' with others.
- If a child does not finish his/her work or misbehaves we may ask them to stay in at playtime or dinner time to complete work etc. An adult will always supervise them.
- Children who misbehave during break times may be asked to stand on the stop line on each yard for a period of minutes in order to calm down or reflect upon choices they are making;
- If a teacher has applied the above strategies with no improvement then the child can be sent to the Headteacher, Deputy Headteacher or Senior Leader;
- For serious incidents, withdrawal of privileges may be necessary e.g. school trips, concerts, sporting activities etc;
- If a child endangers the safety of others there may be occasions when staff need to stop activities and prevent the child from taking further part;
- If a child hurts another pupil or adult this should be reported to the Headteacher/ Deputy Headteacher or Senior Leader.
- All incidents must be recorded using Class Charts;
- It is important that any behaviours which resemble, or may lead to bullying lead to the anti-bullying procedures being followed including those online;
- Class teachers and other classroom practitioners will discuss the class and school rules 'Ready, Respect, Responsibility and Safe' regularly with each class so that all children are fully aware of the standards of behaviour expected in school and revisit these rules termly as part of whole school assemblies in varied forms.



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Exclusions

Only the Headteacher or in their absence the Deputy Headteacher is able to exclude a student. All exclusions are serious and the school aims to avoid them by making use of suitable alternatives that promote sustainable improvement in behaviour.

Internal Referral and Fixed Term Exclusions

The purpose of 'Internal Referral' is to provide appropriately supervised education to secure improvements in the pupil's behaviour and, to avoid a fixed term exclusion. As part of a whole school approach to behaviour and attendance, internal referral offers immediate, short-term provision in order that learning and teaching for the most pupils can continue uninterrupted.

Pupils will be required to complete set work whilst excluded from class and this work should be provided by the subject teacher. Pupils should also be encouraged to reflect on the reasons for their internal exclusion.

Instances of internal referral need to be discussed with the Headteacher, Deputy Headteacher or Senior Leaders in their absence. The exclusion will need to be recorded on class charts and communicated to parents.

Behaviours, which would warrant an internal referral or a fixed term exclusion could include:

- Refusal to follow a reasonable request
- Fighting
- Swearing
- Vandalism
- Bringing the school into disrepute
- Discriminatory comments
- Persistent disruptive behaviour
- Repeated use of inappropriate language

Permanent exclusion

If a student continues to place themselves at risk of further fixed term exclusions, in spite of the implementation of a range of supportive strategies, as a last resort, the Headteacher will make a decision to permanently exclude. The Governors' Disciplinary Committee will review the decision and decide whether the pupil should be reinstated or not.

Students may be permanently excluded from school, even if it is a first offence. Situations which may merit permanent exclusion are included in the misdemeanours in the fixed term exclusion. Students who are at risk of permanent exclusion may be referred to Social Services.

Welsh Government Guidance 'Exclusions from Schools and Pupil Referral Units' suggests

1.1.4 There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate to permanently exclude a learner for a first or one-off offence. These might include:



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- **serious actual or threatened violence against another learner or a member of staff**
- **sexual abuse or assault**
- **supplying an illegal drug**
- **use or threatened use of an offensive weapon.**

1.1.5 In most cases it would be appropriate for schools to inform the police if they believe such a criminal offence has taken place. There may be cases where this approach is appropriate for learners excluded for a fixed-term. Schools should also consider whether to inform other agencies, e.g. Youth Offending Team, social workers, etc.

The Role of the Governors

Governors are involved with and agree with the statements of principles and values made in this policy and will support the Head teacher in promoting positive behaviour across the school.

The Governing Body will not tolerate aggression towards members of the school community and will act to protect its staff and pupils from any form of abuse or intimidation. Any conduct of this nature could result in the school imposing conditions restricting your access to the school or banning you from contacting or attending the school altogether.

Governors are informed about behaviour and exclusions through:

- The Headteacher's report to the Full Governing Body
- Regular reports to the appropriate Sub-Committee

Governors are involved in exclusion procedures as detailed in the governors Guide to The Law. In summary:

A Pupil Disciplinary and Exclusion Committee. Governors are informed of all permanent exclusions and must meet to consider any decision to permanently exclude a child, or if a child has had more than 15 school days of fixed term exclusions, within 6 and 15 school days of being notified of the decision. The purpose of this meeting is for a panel of 3 governors, with no previous knowledge or connection to the incident(s) or pupil, to hear representations from the school and the parents/carers, in order to review the Headteacher's decision and to decide whether to uphold the decision or to order the reinstatement of the student either immediately or at a later date. A representative from the Local Authority may also be present.

For fixed term exclusions (usually of 5 days or more) a Governor Intervention Meeting may be organised. This is the same as a reintegration meeting but a governor with experience in behaviour is present. The purpose of this meeting is to offer support to the school as well as to the student and parents/carers and to check that various strategies have been tried or could be tried. This is a more informal meeting to the GEP outlined above. In addition to the



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above a student, parent or carer may request for a governor review of any exclusion. Requests should be made in writing to the Clerk of Governors via the school's main office.

Role of Parents, Guardians and Carers

Parents, Guardians and Carers have responsibilities as role models for our young people and they have an essential part to play in relation to the Behaviour and Discipline Policy. Aberbargoed Primary School staff and Governors will support families and carers to help their child develop to their full potential.

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps, which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required. Do make other teachers and support staff aware of difficulties with particular children. There may well be a reason for this behaviour and a pattern emerging. Challenging behaviour may well be symptomatic of other problems the child is experiencing.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

We believe that all parents have a right to be heard, understood and respected. But school staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive or unreasonable behaviour. We will also not tolerate unreasonable demands or unreasonable persistence or vexatious complaining (**Complaints Policy**).

Parents and carers are expected to ensure that their child/children attend school regularly and support the school in achieving a minimum 95% attendance rate for their child and to ensure that their child/children are punctual and inform the school of any absence.

Appendix 1

Exemplar letters:

Dear Parent/Guardian,



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We write to inform you that _____ behaviour is causing some concern at the moment.

We should be grateful therefore if you could contact School as soon as possible to make an appointment to discuss the problem.

Yours sincerely

Class Teacher

Headteacher

Dear Parent/Guardian,

We write to inform you that

We are concerned about this and feel you should be aware of the problem

We would be grateful if you could discuss this incident with your child. If you feel you want to discuss the incident further please do not hesitate in contacting School.

Yours sincerely

Class Teacher

Headteacher



Appendix 2

Pivotal Behaviour At Aberbargoed Primary School

Four School Rules

- BE SAFE,
- BE READY,
- BE RESPECTFUL,
- BE RESPONSIBLE

Five Pillars of Pivotal Practice

- Consistent Calm staff behaviour
 - Teach learning behaviours
 - Give first attention to best conduct
 - Script difficult conversations
 - Invest in personal, restorative follow up
- ★ KEEP...calmness, consistency, fairness/respect, positivity, approachability, kindness, empathy, enthusiasm
- ★ BAN...aggression - not shouting in anger, inconsistency, unfairness/lack of respect, passing of responsibility, dragging up the past, humiliation
- ★ ACTION: Every member of staff to send a minimum of two notes home and make two golden phone calls each half term in reward for doing over and above the expected level of effort, work or behaviour.
- ★ Good attention can breed good behaviour... fun can change behaviour for the better, we call it the...

...FUN THEORY

Five small sanction steps used by all staff consistently through the school

1. Reminder,
2. Caution (warning verbal and/or red warning point),
3. Last chance (red point) – THE SCRIPT,
4. Time out (red point),
5. Reconciliation/restorative/reflective meeting



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The Script...

Hi **NAME** I have noticed you're having a problem getting started this morning, you know we are working on being ready to work. I need you to be ready to join in with work of the group. **NAME** This is the third time I have spoken to you. You need to spend five minutes at break time in thinking time today.

LATCH ON TO SOMETHING POSITIVE

EG **NAME** do you remember last week when I sent that note home to Mum, you helped me clear up the cupboard at break time, you did some outstanding class work. Your peer assessment was fantastic. **NAME** that is the level I need to see today. Thank you for listening to me

- ***LEAVE IT ON A POSITIVE NOTE***

The Five Minute Meeting to Put Things Right

Five key questions in the restorative conversation process...putting things right

- 1 What has happened?
- 2 Who has been affected?
- 3 How have they been affected?
- 4 What needs to be done to make things right?
- 5 How can we do things differently in the future?

Restorative Questions to the PERPETRATOR

- * What happened?
- * What were you thinking of at the time?
- * What have you thought of since?
- * Who has been affected by what you have done? In what way?
- * What do you think you need to do to make things right?
- * To help those affected:

Restorative Questions to the VICTIM

- * What did you think when you realised what had happened?
- * What impact has this incident had on you and others?
- * What has been the hardest thing for you?
- * What do you think needs to happen to make things right?



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Appendix 3 - Pupil Voice

Learning Detective Team members worked collaboratively to share their views on appropriate examples of rewards and consequences for behaviours (April - May 2022).

Examples of School Rules in Action and Possible Consequence

Please note *this list is not exhaustive* and these may vary depending on the age and stage of the development of the child and the context of the incident.

 Example Behaviour		Example Rewards / Consequences
Being respectful, ready, responsible and safe Helping people Good listening, good sitting, good looking Good work / finishing work Wonderful walking Legendary lines Being on time Caring for school property Siarad Cymraeg, speaking Welsh Wearing uniform		Green points - Prize from the prize box Stickers Certificates Praise notes An adult talking to our parents at home time Headteacher award or prize Golden time Golden phone calls Feel good Fridays Reward time with the Headteacher
Littering Talking or disturbing learning by being silly Not looking after resources Unkind words / swearing Not telling the truth Bullying Leaving class Being unsafe Physical contact Leaving school site		Warning Time out Redpoint Conversation with parents Missing play time Losing privileges Conversation with Headteacher or Deputy head teacher Time away from class with an adult in school Exclusion

Appendix 4

Other Resources And Policies Connected With Behaviour & Discipline

Colleagues may find it useful to refer to other publications including the following resources and policies:

- ✓ Anti-bullying Policy
- ✓ Attendance, Truancy and Absence - Handbook;
- ✓ Behaviour Support Plan - Directorate of Education & Leisure;
- ✓ Behaviour Support Resource Pack - Directorate of Education & Leisure;
- ✓ Equal Opportunities - Handbook;
- ✓ Home School Agreement;
- ✓ Pastoral Care - Handbook;
- ✓ Physical Intervention - Handbook;
- ✓ Playground Duty - Handbook;
- ✓ Substance Misuse Policy