



Clytha Primary School

# Behaviour and Discipline Policy



**'To Lift Ourselves and Others into our Best Future' 'I godi'n hunain a phawb ar gyfer dyfodol disglair'**

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Policy Reviewed	February, 2021
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## BEHAVIOUR MANAGEMENT POLICY

### Aims

It is a primary aim of Clytha Primary School that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a collaborative way. It aims to promote an environment at Clytha where everyone feels happy, safe and secure and to help our children to become positive, ethical, responsible, and increasingly independent members of the school community.

Our school has a number of school rules, however, the aim of this policy is not a system to enforce rules. It is a means of promoting positive relationships, so that all can work together with the common purpose of helping everyone to learn.

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

It is the duty of all staff, both teaching and non-teaching, to provide positive models of behaviour for all 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 Development 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.

We believe children should:

- Be considerate towards others in every aspect of school life;
- Respect the views of others;
- Be polite and courteous towards all;



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- Be friendly and welcoming;
- Be honest, reliable and responsible for their actions;
- Be aware that their actions have consequences for themselves and others.

#### We aim to:

- Ensure the safety and happiness of all our pupils;
- Take appropriate action to deter bullying;
- Ensure that our children are respectful, kind and polite towards others;
- Foster a sense of pride in and loyalty towards our Clytha Family;
- 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.

#### Habits of adults who manage behaviour well:

- Foster good relationships with children, where children know they are liked
- Create an engaging, inviting learning environment,
- Ensure that the views of the children are valued
- They meet and greet at the door of every classroom;
- They persistently catch children doing the right thing
- They teach the behaviours they want to see
- They treat pupils respectfully
- They reinforce conduct/attitudes that are appropriate to context
- They agree rules/routines/expectations and consistently apply them with rewards and sanctions
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up on any child.
- They keep their emotion for when it is most appropriate and appreciated by everyone.



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

- Disregard of requests of requests for co-operative, sensible and considerate behaviour
- Threatening or abusive language towards others
- Bullying
- Acts which are racist or have regard to the other Protected Characteristics in the Equality Act
- Fighting and swearing
- Causing damage to the property of others including school.

At Clytha, we believe that our teachers must be empowered to create the learning environment needed to guarantee their right to teach and a child's right to learn. To grow academically, socially and emotionally, children need to be in an environment in which every teacher is willing and able to set consistent, positive behavioural limits while providing a warmth and support to children for their appropriate behaviour – to empower children with the skills to succeed. Children need to know that positive behaviour will be recognised and inappropriate, disruptive behaviour will be limited. This is the climate we strive for at Clytha.

Positive Behaviour Management should enhance learning through:

- Routines – children knowing what is expected of them in various situations in school life and that there is consistency of approach.
- Relationships – adults at school develop effective and positive relationships with children and their parents through their efforts to encourage and motivate positive behaviour. Indeed, good relationships enhanced by a consistent, fair approach and high expectations are pivotal to good behaviour. Children need to know that their teachers care and that they are important. Our children need to know that their views are listened to and respected, that time and thought is given to ensure their success and that humour is used appropriately to calm situations.

Roles – teachers, parents and children understand and respect their different roles within the school.



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### At Clytha, we endeavour-

- to develop good relationships throughout the school and to encourage a trusting and caring environment.
- to positively reinforce good behaviour
- to deal with unacceptable behaviour, in a calm, reasonable, firm and non-confrontational consistent manner
- to ensure that each member of the school is equally valued
- to develop an awareness of the need to respect other people and their property
- to establish clear routines and procedures which are followed by children, staff and parents
- to foster collaborative and co-operative work within the school
- to develop and adopt explicit codes of good behaviour
- to ensure the school and classroom environments are calm
- To provide opportunities for children to talk – use of 'I need to talk' cards in each class

### Classroom Management

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.



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Each class also devises their own set of rules, pertinent to the needs of the children. Rules are discussed and drawn up in negotiation with the class teacher and support staff. These rules may change during the year to meet the needs of the children in the class. The class may also have a particular focus, such as to stop when given the signal, if circumstances require this.

It has been agreed that school staff will use 'tri, dau, un' and raise their hand in the air as the signal for attention or in the hall, a tambourine can be used to signal for attention. Individual teachers may also introduce others signals for attention such as the shaking of a tambourine in Foundation Phase during PE sessions or ring the bell to signal the end of playtime.

All children are to stand still on the yards when the bell has been rung and wait for an adult to call each year group.

### School Rules

- Follow instructions first time
- Keep hands, feet, objects and unkind words to ourselves
- Attend school and be on time
- Be prepared and organised for the school day
- Use an appropriate voice at all times
- Always wear the correct school uniform

These rules are consistently taught across the school through assemblies, class learning activities, SEAL (Social and Emotional Aspects of Learning) programme, small group work and one to one discussions with children. They are consistently applied across the school, although staff are well aware of the need for differentiation to meet the needs of all learners. Our rules are displayed prominently around the school site.

### Movement around the School

To ensure a calm environment, we have clear rules for moving around the school.

- Walk, keeping to the left around the school
- Hold the doors open for others
- Wait for adults to come through doors at busy times



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- Stand still when the bell is rung at playtime
- Use your silent voice in the corridors and hall
- Only enter areas where there is an adult present to supervise

### Rewards

We regularly reward children for appropriate behaviour. Again, by knowing our children well, we know which rewards have the greatest impact on individuals. We hold a celebration assembly every Friday where children are rewarded with 'Special Mention' certificates, some of which are for appropriate behaviour. Rewards can be individual; group based or class wide rewards such as extra playtime or extra time on a class favourite activity.

Rewards can include:

- Verbal praise
- Stickers/ certificates
- Notes / phone calls home to parents
- Visiting another member of staff or Headteacher to share the good news
- Extra 'treat time'
- Opportunities to carry out 'jobs' around the school.

### Consequences

Consequences are given when children break the rules. They are applied consistently and appropriately by all staff. It is important that all children understand that certain behaviours are not tolerated in school. We have a clear hierarchy of consequences, however, staff are well aware that the consequence must match the behaviour, for example, incidents of serious behaviours will result in skipping straight to the bottom of the list of consequences.

Consequence List:

1. Teacher prompt – redirection of child's focus
2. Verbal warning
3. Move away from pair/ group
4. Miss playtime/lunchtime with their friends



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5. Sent to another member of staff
6. Teacher speaks to parent informally
7. Sent to Headteacher
8. Parents invited into school to discuss their child's behaviour with the Headteacher.

Fixed term and permanent exclusions will be used as a very last resort after the exhaustion of every possible strategy the school can implement. In the case of exclusions, Local Authority and Welsh Government guidance will be closely followed.

Where children regularly display unacceptable behaviours we aim to work together with families, sometimes calling in support from outside agencies, so that we can find out the cause of the behaviour and deal with this first. At Clytha, we understand that one size doesn't fit all, and that our approach to behaviour management needs to be differentiated to ensure that all children can achieve the appropriate levels of behaviour. Some children who find managing their behaviour difficult respond well to other individual initiatives such as behaviour charts, small group behaviour support, home-school liaison book, time with a trusted adult at difficult times in the day. We also rely on the support of their peers to effect changes in behaviours. Our children have big hearts at Clytha and are very understanding of children with additional needs.

The focus of this policy is the development of a positive climate for the whole school; this is based on quiet yet firm insistence on high standards of behaviour at all times, and draws its strength from community of purpose, consistent practice and constant vigilance.

## Bullying

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

All staff should be aware that should bullying take place then it is something which we will 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.



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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 target.

### **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
- Targets will be given full support
- Bullies will be given guidance to modify their behaviour

### **The Role of Parents**

- To provide support for the behaviour management within the school and for the teacher's role
- To offer encouragement and praise to their children
- To participate in discussions concerning their children's progress and attainments
- To ensure early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- To take an active interest in children's learning, both academically and socially.
- To engage with the school and/or other agencies to meet specific behavioural needs of their child

### **The Role of Staff**

- to be a skilful and effective classroom manager
- to provide a stimulating and well matched curriculum for all children
- to organise a well ordered, accessible and attractive environment both inside and outside the classroom
- to support the development of children's personal and social skills
- to be a good role model by showing respect and kindness and through hard work



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- to have high expectations of children
- to establish a framework of clear, sensible rules which children and others are fully aware of and ready to conform to
- to apply rules firmly and fairly, where rules, reward and consequences are clear
- to encourage a positive commitment to equal opportunities
- to make and build positive relationships with children
- to 'catch' children being 'good'
- To provide opportunities for children to talk – use of 'I need to talk' cards in each class
- To employ Restorative Justice techniques when dealing with problems

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement.

It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

To be effective, restorative approaches must be in place across the school. This means all pupils; staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it.

### **At Clytha, our Restorative Justice approach includes:**

- Allowing 'calming' time before Restorative discussion takes place. Timing is crucial for its success.
- Seating and body language not threatening (open hands, all sitting in a triangle)
- Listen to all sides
- Aim to understand motives, thoughts, feelings and actions.
- Ensure person harmed has closure
- Come to a resolution
- Ensure clear and consistent use of consequences



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- Express clearly it is the behaviour which is not acceptable, not the child
- not degrade/humiliate the child
- to view all incidents of unwanted behaviours as teaching opportunities

### **Restorative Justice Prompts (carried on fobs by all staff):**

- What happened?
- What were you thinking?
- How were you feeling?
- Who was affected? How?
- What do we need to do to move on and feel better?
- What needs to happen to put things right?

At Clytha, we ensure that for our children to succeed we:

- Communicate fully and clearly with parents the school policy on positive behaviour management
- Liaise with families so that they are fully informed of their child's behaviour
- Recognise and reward academic and non-academic achievement
- Try to better understand the reasons for unwanted behaviours.
- Put intervention practices in place where necessary (e.g. The Incredible 5 Point Scale)
- Monitor and review the impact of interventions.
- Have up to date Team Teach training for all staff to use Positive handling techniques with children with a positive handling plan or in extreme cases where children's safety is at risk
- Liaise with specialists and act upon advice where necessary

## The Role of the Governors

The governors have three important roles in promoting good behaviour and achievement in school, these are:

- to monitor, review and evaluate the success of the policy and ensure that necessary revisions are undertaken
- to monitor the working and achievements of the school
- To approve policies that support effective behaviour management practices

## The Role of the Headteacher and Leadership Team

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



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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 inappropriate behaviour and has the responsibility for giving fixed-term exclusions to individual children. A decision to exclude a learner should be taken only:

- In response to serious breaches of the school Behaviour Policy

AND

- If allowing the learner to remain in school would seriously harm the education or welfare of the learners or others at the school.

For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child, following LA guidance and the LA Exclusions Policy.

This policy will be reviewed next in February, 2023.