



Ysgol y Ddraig Behaviour and Pupil Discipline Policy

Ysgol y Ddraig strives to encourage and reward positive behaviour and discourage and remodel patterns of negative behaviour. We acknowledge that every adult in the school has a responsibility for this.

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school. We all follow a whole school assertive discipline approach which consists of **calm, consistent adult behaviour, clear rules, rewards and consequences**. These are displayed and applied consistently in all classes.

Assertive staff react confidently and quickly in situations that require behaviour management. They have a few clearly stated classroom rules and give firm, clear, concise directions to children who are in need of additional support. Children who comply with rules are rewarded and sited as good examples, whereas those who disobey rules and directions receive negative consequences. Assertive staff do not see children as adversaries; nor do they use an abrasive, sarcastic, hostile style ("hostile staff"). Neither do they react in a passive, inconsistent, timid, non-directive manner ("non-assertive staff").

IS IT SAFE? IS IT RESPECTFUL? IS IT RESPONSIBLE?

Our school rules are based on the above three questions. These questions help support our children with making the right choices in school and their lives beyond. We follow the mantra that if we are unable to answer YES to all three questions then the act in question was 'not a good choice'. We reinforce this regularly in assemblies and during the school day; supporting children's learning and behaviour and making our school the best it can be.

1. When do children behave positively?

When they are:

- Given high expectations
- Given clear boundaries
- Engaged & interested
- Praised, rewarded and celebrated
- Appropriately supported & challenged
- Feel happy, safe, included and have a high self esteem
- Supported through positive role models
- Shown respect

As a school and staff team, we strive to provide an environment where **all** children have access to the above.

2. How do we encourage positive behaviour?

Through:

- Clearly defined and displayed school and class rules. Rules, Rewards & Consequences are clarified and *agreed with children* at the beginning of each academic year.
- Praise and celebrations of exemplary behaviour using 'Over and Above.'
- Praise for modelling expected behaviour
- Flexibility
- Regular Wellbeing support including circle time/PSE lessons and SEAL scheme
- Fairness and consistency
- Positive links between school and home
- Providing a nurturing and supportive environment
- Listening to children and valuing what they have to say (e.g. if we don't have time, arrange to discuss an issue with a child later)
- Ensuring that our school provides every child with challenge and scope for enjoyment, motivation and inspiration.
- Thorough organisation of learning experiences and opportunities including lessons, play times, visits, visitors and engagement with the wider community

3. What causes negative behaviour?

- Low self esteem
- Low expectations
- Hunger, thirst & tiredness
- Difficulties at home
- Relationship challenges with peers and adults

- Illness & medication
- Inability to access learning
- Difficulties with social skills
- Poor attendance
- Poor classroom management
- Lack of positive role models
- Feelings of isolation or exclusion

We consider that there are many and varied reasons for negative behaviour and use our professional skills and judgement to assess what the cause may be and what best positive action is needed to remedy the situation. It is important to support children, address the behaviour and explore the possible causes.

4. How do we deal with negative behaviour?

- Refer to our class Rules, Rewards & Consequences and Behaviour Blueprint.
- Investigate causes
- Model behaviour
- Reward and praise positive behaviour
- Communicate clear expectations through rules, rewards & consequences
- Support and provide a route to 'make it right'
- Listen
- Reinforce the right choices
- Be fair
- Ensure school is a place where they want to be
- Ensure learning is engaging
- Consistency in approach
- Support individual needs
- Inform Parents & Carers of any concerns
- Work with colleagues, parents & external agencies
- Nurture support opportunities
- Graduated consequences (as well as rewards)
- Individual Behaviour Plans (IBPs) where applicable.

At all times staff must be flexible in their approach to negative behaviour. Certain undesirable behaviours should be ignored (if appropriate, feasible and safety permits). We must try to modify behaviour by reinforcing the good and rewarding the positive, rather than focussing on minor incidents of negative behaviour. We work from the perspective that children want to be good and we must give them every opportunity to succeed. The process must be one of support, modelling and rewarding positive behaviour.

Staff record incidents using the online reporting system 'My Concern.' Behaviour incidents can be tracked, monitored and evaluated. Pupil Support

A number of pupil support systems are in place and are proving effective in promoting good behaviour within the school and Local Authority. All school personnel work hard to ensure that these systems run smoothly. All school staff ensure that they are aware of pupils with specific behaviour needs and the systems in place for these pupils.

External Agencies

It is important that we engage with the following external resources/agencies for children who demonstrate persistent behaviour challenges:

- ELERI programme (project finished May 17)
- Educational Psychologist
- Educational Welfare Officer
- Behaviour Intervention Team (BIT)
- School nurse / GP
- Social Services / FACT/ CAHMS

SELFIE

At Ysgol y Ddraig we participate in the SELFIE project whereby pupils complete online assessments about their emotions. We analyse this data to ensure that children are supported in the areas identified.

Online Assessments {My Class and My Feelings} are completed during the Autumn and Summer Terms annually. My School assessments are completed in the Spring Term annually to support the self-evaluation process.

Support

School are supported by the BIT and Educational Psychologist to put into place effective and relevant interventions. Their progress is tracked and results compared following class, group and/or individual work.

The school has invested in training an in house Pivotal Behaviour instructor, to provide ongoing training and support for all staff.

Currently, we have 5 ELSA trained staff who deliver interventions for identified children as appropriate. The school also has nurture programme trained staff. All interventions are recorded on the class Provision Maps.

We also have school based counselling for which parents and teachers can make referrals for children.

Training

The school INSET programme and staff induction procedures ensure that everyone is aware of and adheres to this policy. A Behaviour Blueprint overview is visible in classrooms. INSET provides ongoing Pivotal Behaviour training.

Midday supervisors attend training sessions on a half termly basis and are updated/supported throughout the year.

Equal Opportunities

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Monitoring, Evaluation and Review

This policy was devised by the entire staff during a staff meeting Summer 2015. The policy was drawn up in consultation with staff, parents, governors and children. The school will assess its implementation and effectiveness and the policy will be promoted and implemented throughout the school.

Whole staff review:

September 2016 T Golding

September 2017 J Davies & R Cadman

September 2018 J. Davies & R Cadman

