Ysgol y Ddraig
Behaviour and Pupil Discipline Policy

INTRODUCTION

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 and clear rules, rewards and consequences**. These are displayed and applied consistently in all classes.

Positive approaches of staff

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 cited 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. <u>Positive behaviour of children</u>

Children behave positively when they are:

- Given high expectations
- Given clear boundaries
- Engaged and interested
- Praised, rewarded and celebrated
- Appropriately supported and 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. <u>Encouragement of positive behaviour</u>

Positive behaviour can be encouraged 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 [not sure what this means]
- 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 (NB 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. <u>Causes of negative behaviour</u>

Negative behaviour can result from:

- Low self esteem
- Low expectations
- Hunger, thirst and tiredness
- Difficulties at home
- Relationship challenges with peers and adults
- Illness and 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 we 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. <u>Managing negative behaviour</u>

Negative behaviour can be managed by:

- Referring to our class Rules, Rewards and Consequences and our Behaviour Blueprint
- Investigating the causes
- Modelling behaviour
- Rewarding and praising positive behaviour
- Communicating clear expectations through rules, rewards and consequences
- Supporting and providing a route to 'make it right'
- Listening
- Reinforcing the right choices
- Being fair
- Ensure the School is a place where children want to be
- Ensuring learning is engaging
- Having a consistent approach to pupil behaviour
- Supporting individual needs
- Informing parents and carers of any concerns
- Working with colleagues, parents and external agencies
- Providing nurture support opportunities

- Having graduated consequences (as well as rewards)
- Implementing 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 will 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 behave well 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. All School personnel work hard to ensure that these systems run smoothly. All School staff are responsible for ensuring 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:

- Educational Psychologist
- Educational Welfare Officer
- Behaviour Intervention Team (BIT)
- School nurse / GP
- Social Services
- FACT
- Child and Adolescent Mental Health Services (CAMHS)

SELFIE

At Ysgol y Ddraig we participate in the SELFIE project where 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

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

The School has a 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 to which parents and teachers can make referrals for children through Barnardos.

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

School is committed to each child having an equal opportunity for the acquisition of knowledge, skills and experiences. In developing concepts and attitudes, care is taken to ensure that wherever possible examples and role models of both genders are represented, with mixed sex / ability groups, and ensuring no one child dominates. Individual skills and development are recorded and positive approaches are encouraged.

We believe that every child should have an equal opportunity to achieve their full potential regardless of race, colour, gender, disabilities, additional learning needs or socio-economic background.

Monitoring, Evaluation and Review

The original Policy for the School was drawn up in consultation with staff, parents, governors and children in the Summer of 2015. As with the previous Policy, the current Policy will be promoted and implemented throughout the School and its effectiveness will be thoroughly assessed.

Last review: February 2019 J. Davies, R Cadman and Governors