

Ysgol Gynradd Dafen Primary School



Behaviour, Discipline & Relationship Policy

This policy shows due regard to the *United Nations Convention on the Rights of the Child*.

Article 28 Access to education - Every child has the right to an education discipline in schools must respect children's dignity on their rights

Article 29 Goals of education - Education must develop every Child's personality talents and abilities to the photo it must encourage the child's respect for human rights as well as respect for their parents their own and other cultures and the environment.

Article 37 Children in detention - Children must not suffer cruel or degrading treatment or punishment.

Dafen Primary School is a UNICEF rights respecting school. This means that the right of each child as defined in the '*United nations convention of the rights of the child*' are at the core of our ethos and underpin everything that we do. We believe that good behaviour is essential to allow all learners to achieve their full potential and is fundamental to success in the classroom for both learners and teachers.

The fundamental principles of our school policy lie in promoting self-discipline and respect for others and the importance of listening to all members of the school community including the learners.

"Effective discipline means that we are not only stopping a behaviour or promoting a good one, but also teaching skills and nurturing the connections in our children's brains that will help them make better decisions and handle themselves in the future... We are helping them to understand what it means to manage their emotions, to control their own impulses, to consider others' feelings, to think about consequences, to make thoughtful decisions and much more. We are helping them to develop their brains and become... better human beings". (Dan Siegal. No Drama Discipline)

Aims

This policy aims to help children grow and safe and secure environment, and to become positive responsible and increasingly independent members of our school community. We also recognise that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases, this will mean that sanctions, stages and rewards are applied appropriately in dealing with their behaviour and other programmes of intervention UN support may be used in conjunction with external agencies. The importance of taking a multi agency approach to behaviour management is central.

Promoting good behaviour amongst the pupils is a shared responsibility. All members of the school community: staff, governors, parents, the wider community and the children, have a vital role to play and should aim to build positive relationships with each other.

Implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support learners in developing the skills to maintain positive relationships and to resolve disagreements and problems themselves. It is our role to educate our learners to understand how their behaviour affects and impacts on others. Learners are respectfully supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching learners that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathetic, considerate members of society who have the skills to avoid and resolve problems independently.

We will achieve our aims through:

- Developing positive relationships through a restorative approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community. Through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively.
- School staff to ensure that interactions with children are socially engaging and not socially defensive to decrease chances of children relating defensively. (fight/flight/freeze).
- Creating a safe, sensitive and supportive ethos, we want all children to be happy and confident with each other and in their work.
- Increased safety cues in the school day by meeting and greeting learners at the school and class entrance.
- The implementation of teaching and learning activities that help staff to get to know the children better on an individual basis through co-constructing One Page Profiles for all learners.
- All vulnerable learners have access to an emotionally available adult and these children know how and where to find the adult.
- Establishing a partnership approach which draws on all those involved with the learners
- Providing systems which promote positive behaviour and which support all members of the school community.
- A readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour and will use a multi-agency approach when necessary.
- Recognising the importance of effective teaching and learning in the promotion of positive behaviour.

What do we mean by Restorative Practices?

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others.' Making changes to the way we approach incidences and issues provides children and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm cause, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. We understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and learners. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

The Restorative Approach – Building a positive community including rules and high expectations.

Rules create clear expectations for the children. Children need to know and help define what is acceptable behaviour in the school within their class, the yard and in the school community in order for it to be meaningful and effective.

Each teacher works with their class to formulate a class charter, detailing a shared set of rights and responsibilities for all members of the class community. Every class takes part in Circle Time through Jigsaw. During Circle time expectations of behaviours are taught and reinforced but it also used to build connections and relationships within the class and collaboratively resolve any issues arising.

Learners are therefore encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. Learners who follow the rules will have their actions acknowledged and rewarded.

Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the learner and the consequence enforced at a suitable time following de-escalation.

How do we promote positive behaviour?

Our aim is for learners and staff to be considerate of each other and our surroundings and always try to behave in a positive way.

We believe that learners achieve best when there is a partnership between home and school and this applies particularly to behaviour. We ask parents to support the school in maintaining good discipline, by signing a home/school agreement, if needed as written evidence that they are in agreement.

Good discipline is the shared responsibility of all member of the school community (staff, governors, learners and families).

In school we strive to avoid:

- Using harsh voices
- Over reading – the problem will grow
- Blanket punishment – this is unjust towards the innocent
- Put-down or blaming; this will not change behaviour and will lead to shame
- Using an area of the curriculum as a punishment (eg. extra maths or no PE) however, there may be times when the privilege of representing the school and its values will be removed when behaviour has been a serious cause for concern.

The Restorative Approach dealing with inappropriate behaviour

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

What happened?

Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that?

What each person was thinking and feeling at the time, before and since.

Who has been affected and how?

Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected eg. the school community and families.

What are the needs of those involved?

What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community?

How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support learners in this process but try to ensure the learners form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving learners this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if learners reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Active Listening

Summarising

So there seems to be several things bothering you

Encouraging

Tell me some more about that.

Acknowledging

That sounds important. That sounds like that was difficult for you.

Reflecting

So you... (repeating back last few words)

Checking

So did I hear you say...
Am I right in thinking.

Empathy

It's understandable that you are worried/upset

Affirmation

Thanks for telling me that, I appreciate you talking about this with me.

Clarification

Can you help me understand that more

Roles and Responsibilities:

Role of the Headteacher:

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

All staff keep records of all reported serious incidents of misbehaviour including bullying and racism through 'My concern'.

Role of the Class Teachers:

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability. The class teacher must be a role model for the children and treat each child fairly and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

Role of Support Staff

Support staff provide invaluable support in maintaining the school rules in the classroom, on the yard and in the dining hall. Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the learners.

Role of the Family

The family agree to a Home School Agreement when enrolling their child at the school. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We kindly ask parents and carers to support their child's learning, and to cooperate with the school.

Celebration of Good Behaviour

The school promotes and celebrates good behaviour. Research shows that this approach will develop an ethos of kindness and cooperation while further encouraging good behaviour rather than merely detour anti-social behaviour.

1. Earning *Team Points* for their team and celebrating this during our weekly Merit Assembly
2. During Friday's Merit Assembly, certificates are presented. 'Seren yr wythnos'; Cymro/Cymraes yr Wythnos; Digital Hero Award.
3. Outside school achievements are also encouraged, and can be celebrated and presented during Merit Assembly.
4. Golden Time needs a consistent approach. Where pupils display good behaviour golden time will be awarded, however golden time can be lost when pupils have misbehaved.

Rewarding for *effort* in schoolwork, behaviour and kindness hold *the same* status.

Additional provision to support positive behaviour through creating a culture of warmth and social engagement in staff-learner and learner-learner interactions.

1. All learners take part in Health and Well-being sessions through 'Jigsaw'. Circle time sessions maybe a combination of games out opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide a class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.
2. In our new curriculum, content is designed to enable children to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds both now and in the future.
3. We use Person Centred Planning (PCP) tools to enable all learners create a one-page profile carefully noting what makes a good day/bad day? 'How best to support me' and 'What is important to me', 'What is important for me'.
4. Nurture groups learners identified as needing extra support can be withdrawn and supported in a small group to develop their social emotional and communication skills.
5. Children identified as needing individual support work may work with the emotional support assistant through talk about. using a range of techniques for example drawing and talking.

The Restorative Approach and use of consequences

When using consequences at Dafen primary the learner should always be involved in a restorative conversation and be an active part of deciding any consequences ensuring they are constructive and allow the child to learn from what has happened. When consequences are imposed without meaningful discussion, the child is likely to see themselves as the victim of punishment, rather than take responsibility for their own actions.

Logging Behaviour Incidents:

Staff should log the following incidents/issues on 'My Concern' (a cloud based safeguarding tool) if they arise for a child in their class/yard/community.

1. When a pupil damages property on purpose belonging to school or to another individual in school.
2. Racist incidents
3. Severe swearing/verbal abuse
4. Incidents in which another individual (child or adult) has been injured/assaulted with intent.
5. Incidents in which another individual has been injured/assaulted, the victim reports that this was on purpose, and there is visible injury, whether or not intent can be proved.
6. Incidents relating to ongoing issues with a child that need recording (for example incidents between two children that are not up to the level of assault but give extra evidence and a broader picture for multi-agency meetings. Alternatively, a child may have confided that they are being bullied, and any incidents between them on the child responsible for bullying behaviour will be logged.

Our priority is to foster positive behaviour and encourage self-discipline so children in our care can develop the necessary skills to reach their full potential in school and in society. We ask for your support so together we can reinforce the importance of appropriate behaviour for the safety and benefit of everyone. We understand that it can be upsetting for parents and carers in the event of being told about their child's inappropriate behaviour, we do this because we care. We want your child to develop the skills and knowledge to become ethical and informed citizens what able to manage everyday life as independently as they can.

In the event of a falling out between pupils which cannot be resolved between themselves members of staff will hold a restorative conversation between the children. action research has proven that this will often resolve the conflict.

In the event of the behaviour continuing parents are invited to discuss their child's behaviour with the class teacher or a member of the Senior Leadership Team. For the consideration of intervention strategies will be considered to avoid further incidents and to better manage their behaviour.

Pastoral Support Plans (PSPs) and Risk Assessment

For learners who are not responding to the school's approaches and are in need of longer-term intervention PSPs are drawn up using a multi-agency approach (including the learner, parents/carers and the Behaviour Support Team if appropriate). A risk assessment will also be put in place.

A fixed term exclusion (last resort) where there is an immediate threat to the safety of others in the school or the learner concerned.

An internal 'time-out' to a safe space can be used to diffuse situations that occur in school that require a learner to be removed from class but may not require exclusion from the school premises. This exclusion could be to a designated area within the school, with appropriate support and may continue during break times.

In certain isolated cases due to the severity of a learner's action it may be necessary to give a fixed term exclusion regardless of the step system.

EXCLUSIONS

All exclusions from school, whether they are fixed term or permanent, follow the strict guidelines set down by the LA and the Welsh Assembly Government. It is the final act for the school and is never entered into lightly. The Governing Body is immediately informed of an exclusion as is the Las Vulnerable Children Officer.

Following an exclusion, a plan is put in place to ensure the successful reintegration of a pupil. (Guidance on Exclusion from Schools and Pupil Referral Units. Date of Issue November 2019 guidance document no: 081/2012)

Appendix 1

The Team Teach approach will:

- Reinforce policy and practice, inform of current legislation, legal considerations and circular guidelines concerning restrictive physical interventions.
- Reinforce the essential verbal and non-verbal skills required in crisis situations.
- Make staff groups aware of necessary interventions appropriate to the level of behaviour reached by the learner.
- Following training, providing staff with knowledge, understanding and physical skills required for their personal safety and the management of children in their care.
- Offers post-incident structure to both the learner and member of staff.

Team Teach Aim

- To provide an accredited training framework designed to reduce risk through working together to safeguard people and services.

Team Teach Objectives

- To develop shared values which promote the attitude, skill and knowledge needed to implement Team Teach in the workplace.
- To develop positive handling skills in behaviour management, including: verbal and nonverbal communication, diversion, de-escalation and safe, effective, humane physical interventions.
- To develop skills in positive listening and learning.

The basic principles of Team Teach are:

- At least two members of staff when a situation occurs. This is protection for both staff and learners concerned.
- 95% of crisis situations can be resolved through calm, controlled, dignified and skilled de-escalation strategies.
- Minimum force and time – important not to react emotionally but professionally and composed. Last resort (where possible) all other behaviour management strategies to be tried and used first.
- Restrictive physical intervention techniques that provide a gradual, graded system of response – commensurate with the situation, task and individuals involved.
- Techniques allow for verbal communication, utilising positive relationships
- Techniques that do not rely on pain or 'locks' for control.
- Staff safety and protection issues addressed – important for staff to have a range of breakaway and release techniques in a serious situation where health and safety are at risk.
- Emphasis on staff awareness and communication skills – verbal and non-verbal used to deescalate a possible crisis situation.
- Following restraint there should be both a supportive and reflective structure for both staff and learners.
- All incidents involving learners being physically managed should be reported, recorded through 'My Concern', monitored and evaluated.

Team Teach is governed by the British Institute of Learning Difficulties (BILD) code of practice.