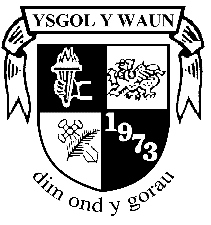
**The Hafod Federation**

**Positive Behaviour and Pupil Discipline Policy**



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T Payne March 2022

Chair of Governing Body Date of Acceptance

Date of next review March 2024

### The Hafod Federation Vision

Confident, Independent Minds

**The Hafod Federation Mission**

Creating inspirational learning together

**The Hafod Federation Values**

**H**appiness

**A**mbitious

**F**ulfilment

**O**pportunities

**D**etermination

### In the Hafod Federation we operate a positive behaviour system, and work hard to ensure the children understand what kind of behaviour is acceptable in our schools and what the consequences/sanctions of different types of inappropriate behaviour might be.

It is our primary aim that every member of the federation community feels valued and that everyone is treated fairly and respectfully. We are a caring community whose values are built on mutual trust and respect for all. Our federation/school policy for promoting positive behaviour is designed to support all members of the Federation in becoming kind, thoughtful, caring and independent citizens. Promoting positive relationships is at the forefront of our policy in order to maintain a calm, happy and secure environment where children feel safe and supported. We aim to teach children in our schools how to behave well and to be considerate and self-disciplined individuals. We believe in setting a good example and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places with or on behalf of the school.

Children learn by example. We expect all staff to behave in a considerate and respectful way towards each other. This must be consistently applied. Positive behaviours need to be modelled: this includes having a calm voice when speaking to others, displaying positive body language and only reprimanding when necessary and in private. All adults and children who attend our Federation have a responsibility for setting an example of good behaviour.

In Autumn 2021 we started the review of our behaviour management. Children quickly identified that the system in place was not consistently applied and was sometimes unfair. It was a dated system which had been written many years before with the staff and children in school at the time. Now, with a change of staffing and new cohort of children a review was needed. The school council led on this by writing a questionnaire for children to gather views of the current system and some ideas for the future. From this, another questionnaire was completed by classes to gain class views on levels of behaviour and sanction. A summary of the responses is available on request. Children took ownership of the system, with strong views that whilst a positive system was needed, they also felt strongly that inappropriate behaviour should not be ignored. They recognised that if there was no deterrent for inappropriate behaviour children may not behave as wanted. Staff completed research themselves, and trailed a few systems in class during the term of review. Using views of our children, research and views of staff, discussing the proposals with our Governor Wellbeing Committee and full Governors, we are confident that our new system will support children and adults in our Federation to behave well and also, act fairly in response to inappropriate behaviour. The procedure will be reviewed again in two terms. We will ensure that the system has high profile across the federation. All new children will have this explained to them by their peers. New staff members will have an explanation in the staff handbook and supply staff will have a sheet displayed in the classroom with explanations clearly written.

**The role of all staff**

It is the responsibility of all staff to ensure that the policy is implemented consistently and fairly across the federation/school. All staff must have high expectations of children in terms of behaviour and need to promote a positive climate in school: this includes rewarding positive behaviours and dealing with inappropriate behaviours they may come across straightaway, both inside or outside the classroom. If staff are unsure of what reward or sanction is appropriate, they must seek advice from a member of the SLT to make sure it has been dealt with consistently and appropriately.

**The role of the Headteacher**

It is the responsibility of the Headteacher to implement and monitor the federation/school behaviour policy consistently and to report to the 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 federation/school. The Headteacher supports the staff by implementing the policy, by modelling the standards of behaviour and by supporting staff in any issues or uncertainties which may arise. The Headteacher keeps records of all reported cases of inappropriate behaviour, subsequent actions and how these incidents have been resolved. The Headteacher (or Deputy Head teacher in her absence) has the responsibility for giving fixed-term exclusions to individual children for serious acts of in appropriate behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the Federation governors have been notified.

**The role of parents**

The federation/school works collaboratively with parents so children receive consistent messages about how to behave at home and at school. Parents should support the actions of the federation/school in implementing the behaviour policy. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Headteacher. If the outcome is still unsatisfactory, they should contact the Federation governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (see complaints policy)

**The role of governors**

The governing body has the responsibility of confirming these general guidelines on behaviour and of reviewing their effectiveness. The governors will support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the federation/school behaviour policy but the governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

**Positive rewards**

In the Hafod Federation, our emphasis is on positive behaviour. We praise and reward positive behaviour by:

* Praise – verbal, written, friendly gesture, referral to another adult.
* Gems – these are awarded to individuals, groups or whole class where an adult has seen behaviour/work which is viewed as ‘above and beyond’.
* Special responsibility – working in different area, given a job/role within the class/school.
* Informing parents – communicating good news whenever possible, sending home messages, phone calls.
* Weekly rewards – these may be shared in assembly, good manners, Jigsaw assembly rewards, 4 purposes sharing assembly.

**Gem Time**

Children in each class are consulted at the start of a term and agree on a range of experiences/treats for the class during the term. Gems are awarded for observed behaviours and work which are ‘above and beyond’ expectation. This could be for individual children, a group or the whole class. Gems are displayed in each class and shared by all children. Gems are added up and rewarded as ‘Gem Time’ with each gem equating to 3 minutes Gem Time. Gem time is taken on a Friday afternoon, at the end of 2, 3 or 4 weeks. Examples of choices or reward are …. additional outdoor learning sessions, hot chocolate and a film, Now Press Play experiences, additional art/craft sessions, additional PE (dodgeball, rounders etc), bring a toy to school session etc. (please see class displays for specific choices for each class)

**Inappropriate behaviour**

Whilst good behaviour will be positively encouraged, we have to accept that there may be, for whatever reason, unacceptable behaviour. Again, a consistent whole federation/school approach will be necessary in dealing with the situation. When consulting with the school council and children they were very keen that inappropriate behaviour is dealt with effectively. Children recognised that different behaviours should have different responses. Over a period of a few weeks, each class recorded possible behaviours and then sorted them into low, medium and high level. From this, sanctions were discussed and agreed for each level. As new behaviours are observed, the list is referred to and the level of sanction agreed. Whilst this is a Hafod Federation Behaviour Policy, it is very much child led and therefore there are some slight differences for the sanctions at each school.

**Ysgol y Waun Behaviours**

**Low Level behaviour**

|  |  |
| --- | --- |
| Type of Behaviour | Sanction |
| Talking in class | Apologise  Put right what has been done wrong  2 minutes loss (could be break/lunch time or given a task to do as act of kindness – clear the classroom of pens, pencils on the floor, tidy the bookshelf etc) |
| Playing with equipment in class e.g. tapping a pencil or bottle tipping. |
| Interrupting others |
| Talking to someone when you should be working |
| Fidgeting |
| Shouting out answers |
| Pencil taping |
| Not walking in class/corridors |
| Accidental/minimal pushing in line |
| Rolling your eyes when being spoken to |
| Interrupting games |

**Medium Level behaviour**

|  |  |
| --- | --- |
| Type of Behaviour | Sanction |
| Hit or kick someone once | Apologise  Put right what has been done wrong  Child loses time from break (child’s age equal to number of minutes), this could be break/lunch time or given a task to do as act of kindness – clear the classroom of pens, pencils on the floor, tidy the bookshelf etc.  Record incident on CPOMs (electronic system)  Quick chat with class teacher or support staff to calm down and gather thoughts.  Discuss rules and what is expected of all pupils. |
| Persistent interrupting |
| Littering once |
| Walk out of the class inappropriately and knock or kick a table/chair of someone else’s |
| Messing with other people’s food at break/ lunch times. |
| Inappropriate talking |
| Not letting other children join in |
| Teasing, name calling whispering about others |
| One off physical behaviour – hitting, pushing, kicking in play |
| Scribbling on others’ work |
| Snatching toys/equipment |
| Not following adult instruction |
| Inappropriate behaviour in toilets |
| Being disrespectful to adults when talking/answering back/interrupting |

**High Level Behaviour**

|  |  |
| --- | --- |
| Type of Behaviour | Sanction |
| Swearing/ Bad language | Apologise  Put right what has been done wrong.  Child loses time from break (double the child’s age equal to number of minutes), this could be break/lunch time or given a task to do as act of kindness – clear the classroom of pens, pencils on the floor, tidy the bookshelf etc.  Talk with class teacher followed by visit to the Head/Deputy head teacher  Discuss rules and what’s expected of all pupils.  Record incident on CPOMs (electronic system)  Phone call to parents |
| Bullying |
| Throwing sticks and stones outside |
| Punching, kicking, fighting repeatedly – purposefully hurting others |
| Peering over the toilet doors |
| Stealing |
| Knocking over tables/chairs in a bad mood |
| Damaging school property |
| Biting |

**Gwernymynydd School Behaviours**

**Low Level behaviour**

|  |  |
| --- | --- |
| Type of Behaviour | Sanction |
| Talking in class | Apologise  Acts of kindness – clear the classroom of pens, pencils on the floor, tidy the bookshelf etc Do something nice for the one you upset. |
| Playing with equipment in class e.g. tapping a pencil or bottle tipping. |
| Interrupting others |
| Talking to someone when you should be working |
| Fidgeting |
| Shouting out answers |
| Pencil taping |
| Not walking in class/ corridors. |
| Accidental/ minimal pushing in line. |
| Rolling your eyes when being spoken to. |
| Interrupting games |

**Medium Level behaviour**

|  |  |
| --- | --- |
| Type of Behaviour | Sanction |
| Hit or kick someone once | Apologise  Act of kindness. Time taken out of lunch break (5 minutes)  Record incident on CPOMs (electronic system)  Quick chat with class teacher to calm down and gather thoughts.  Discuss rules and what’s expected of all pupils. |
| Persistent interrupting |
| Littering once |
| Walk out of the class in a strop and knock or kick a table/ chair of someone else’s |
| Messing with other people’s food at break/ lunch times. |
| Inappropriate talking. |
| Not letting other children join in. |
| Teasing, name calling whispering about others |
| One off physical behaviour – hitting, pushing, kicking in play. |
| Scribbling on others’ work |
| Snatching toys/ equipment |
| Not following adult instruction |
| Inappropriate behaviour in toilets |
| Being disrespectful to adults when talking/answering back/interrupting |

**High Level Behaviour**

|  |  |
| --- | --- |
| Type of Behaviour | Sanction |
| Swearing/ Bad language. | Apologise  Act of kindness.  Class Teacher chat followed by visit to the Head/Deputy head teacher.  Discuss rules and what’s expected of all pupils.  Time taken out of break (15 minutes)  Record incident on CPOMs (electronic system)  Phone call to parents. |
| Bullying |
| Throwing sticks and stones outside. |
| Punching, kicking, fighting repetitively – purposefully hurting others. |
| Peering over the toilet doors |
| Boys going into girls’ toilets, girls going into boys |
| Knocking over tables/ chairs in a bad mood. |
| Damaging school property. |
| Biting |
| Stealing |
| Showing private parts |

If inappropriate behaviours are seen we feel it is important that the sanction is actioned as quickly as possible and at least before the end of the day.  Children discussed how incidents of behaviour which happen at the end of the day should be responded to so that the sanction does not follow onto the next day and that we all start a new day positively.  It was agreed, that if a child ‘s behaviour is inappropriate at the end of the day, rather than missing their break/lunch they will be withdrawn from the class activity at the end of the day.

**Behaviour Plan**

If the child’s behaviour has not improved in spite of the daily logging of behaviour and communication with parents and SLT:

* An individual behaviour plan consisting of clear realistic behaviour targets will be set and implemented (maximum of 3)
* Discussions as to whether the child needs a timetable variation involving a bespoke curriculum that better meets a child’s individual needs
* Possible external agency involvement e.g Early Help, Educational Psychologist, LA Behaviour Support
* Clear rewards/consequences identified (including possible exclusion)
* Continued daily verbal feedback to pupil and parents.
* The individual behaviour plan (IBP) to last a minimum of six weeks/maximum of a term and is to be reviewed fortnightly with parents by the class teacher.
* Not achieving IBP targets through continued inappropriate behaviour or for a serious one off act of violence could result in an exclusion.
* Minor fixed-term exclusion following FCC guidelines with parent informed in writing
* Upon return to school, child stays on an individual behaviour plan for a minimum of two weeks.
* Be recommended for exclusion (if they then still carry on offending) for a major fixed period (up to five days) or an indefinite period following guidelines.

Examples of inappropriate behaviour are for guidelines only. They are not a prescriptive list. Whilst we endeavour to consider all situations and circumstances within this policy, some children or isolated incidents will need to be handled differently and demand individual responses which require some variation of the policy.

**Fixed-term and permanent exclusions**

If a child demonstrates three high level behaviours which they carry out the agreed sanction in one academic term, the school will issue an ‘warn of possible exclusion letter’. This will explain to parents that the level of behaviours observed are not acceptable and must not continue. Parents will be invited to discuss the incidents, which they are already aware of due to the telephone calls following each incident and to agree a plan for the child. Should the child demonstrate another incident of high level behaviour during the same academic term, there would be a fixed term exclusion.

If a child demonstrates a high level behaviour which they will not follow the agreed sanctions for resolution, this will result in a fixed term exclusion.

The following breaches will, in exceptional circumstances, lead to exclusion:

 Serious violence towards another member of the federation/school community (children, staff members or visitors to federation/school)

 The use of excessive foul and abusive language

 Repeated breaches of the federation/school rules (after other sanctions have proved unsuccessful);

· Incidents involving racism or sexual misconduct.

 Persistent bullying behaviours

 Repetitious or escalating poor behaviour

The Head teacher (or deputy head teacher in her absence) and the Governing Body have the responsibility for authorising fixed term exclusions. The fixed term of exclusion can last from half a day up to 15 days per term. Parents/carers will be informed, in writing, of the reasons for exclusion. A date for the child’s return to school must be specified at the time of exclusion. The letter must inform the parents/carers that they have the right to appeal to the governing body and LA within 7 school days. The school will make arrangements for work to be sent home during the period of exclusion. It is important to remember that exclusion only occurs when all other avenues have been explored and the child continues to demonstrate extreme behaviour or fails to meet targets on 3 blocks of IBP targets. In cases where all the federation/school’s consequences have failed to significantly change a child’s behaviour or where an isolated incident is so serious, a child may be permanently excluded. This ultimate sanction is rarely exercised and only concerns children who are deemed to be a serious risk to the safety and/or education of others

**Monitoring**

Each class will record a tally for all inappropriate behaviours observed. This information will be used by the school council, staff and governors for monitoring behaviour, with the aim being that incidents of inappropriate behaviour reduce as the system becomes embedded. This will also be used to monitor individual children who may need intervention or support. Formal recording of medium and high actions is found on the CPOMs system and parents are notified of all high level incidents. If a child has three instances of high level/inappropriate behaviour in a term, a warn of possible exclusion letter will be issued and the parents will be invited to meet with the teacher and head teacher to discuss how the child can be supported to improve their behaviour to a level that is acceptable. The Local Authority Behaviour Support team may be contacted for advice and support.

**Class Rules**

These are written with the class teacher and children at the start of each academic year and are reviewed/reflected on each term.

**Lunchtime/Playtime Behaviour**

Any incidents of unacceptable behaviour at lunch or playtime will be dealt with using the agreed table of levels of behaviour identified by the children by the staff member present. The incident will be reported to the class teacher for recording on the tracking grid. Sanctions will take place as per the agreed lists. If the behaviour persists then the Head or Deputy Head will be informed.

Some observed behaviours are more specific to the lunch/playtime break. During this time we encourage the children to:

* Play with others and understand the need to share and co-operate
* Be involved in positive play experiences, preventing the occurrence of confrontation
* Appreciate the relationship between the environment and their own behaviour in order to foster a caring responsible attitude to their surroundings
* Involve themselves in activities which improve their co-ordination, strength, agility and fitness

In order to achieve these aims, there must be a feeling of corporate responsibility by the whole staff team in ensuring:

* Clear and regular reminders are given of the need to respect and care for others
* All staff set an example whether in dress, manners, courtesy or care
* Children are encouraged to use the markings and equipment effectively and cooperatively

Staff outdoors will:

* Make clear to children what behaviour is acceptable and what is unacceptable
* Praise good behaviour
* Encourage children to co-operate with others
* Look out for problems, including bullying or a lonely child
* Deflect a problem that is arising by giving the child a small task to distract their attention
* Ensure behaviour incidents are investigated privately, once back inside the building.

**Guidance for Staff: Strategies used to promote positive behaviour**

Public praise and private disapproval

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, disapproval should be as private as possible; lowering a child’s self-esteem is likely to increase misbehaviour. We recognise that some children find direct praise hard to handle, so praise should be as descriptive as possible and you should be sensitive to the impact; perhaps allowing the child to hear you telling someone else how well they have done. Praise can also be non-verbal; a smile or thumbs up.

Three positives before a negative

This can apply to individuals as well as to classes. Before making suggestions about a child’s work or behaviour, aim to have had three positive contacts with them beforehand. Within a lesson, aim to appreciate three children/things before criticising one. The lesson the children will learn is that they are more likely to get attention when they behave or work well, than when they demonstrate inappropriate behaviour.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child’s feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child’s sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

Model desired behaviour

It is important for adults within the federation/school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, and how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings … “You seem cross, did something happen?” Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven ‘underground’.

Maintain frequent contact

Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact

Catch them being good

This can be hard with some children, but it is usually more important for these children than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement.

This policy was written by Mrs. L. Ankers in consultation with the Federation School Councils, Children, Staff and members of the governing body.