

ST GABRIEL'S RC PRIMARY SCHOOL

Inspired by Christ: wellbeing at our core, joy in our learning and faith as our guide.



Positive Behaviour Management and Discipline Policy

DOCUMENT HISTORY

ISSUE	AUTHOR	DATE
1.0	C Russell	April 2011
2.0	C Russell	Sept 2015
3.0	M. Harris	March 2018
4.0	M. Harris / R. Rayner / J. Waugh	January 2020
5.0	M. Harris / R. Rayner	January 2022
6.0	M.Harris / R.Rayner	April 2022
7.0	M. Harris / R. Rayner	September 2024
7.1	M. Harris / R. Rayner	September 2025

STATEMENT OF ETHOS / PRINCIPLES

St Gabriel's RC Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, accept responsibility for their behaviour, and encourage others to do the same. Our behaviour policy guides adults to teach self-discipline not blind compliance. It echoes our core rules: **BE READY, BE RESPECTFUL, BE SAFE**. There is a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

As a school community, at St. Gabriel's we seek to live by the Gospel, responding to God's boundless love for us by incarnating in our daily life the values of:

- * mutual respect as brothers and sisters in Christ;
- * self-discipline;
- * service to others;
- * forgiveness;
- * use of our talents;
- * effective learning.

At St. Gabriel's we realise that good behaviour is a necessary condition for effective learning and teaching. The whole ethos of the school and the value set on each individual child is important in maintaining discipline. We realise that children learn best in a secure, ordered environment with set boundaries. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Additional Educational Needs.

At St Gabriel's RC Primary School our aims for Outstanding Behaviour are:

- To create a culture of excellent behaviour.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To refuse to give pupils attention and importance for poor conduct.
- To help pupils take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humor, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.

The key to an effective and successful school is good relationships within and between all the groups, which make up our school. All staff, teaching and ancillary, children, parents and governors have responsibilities in the creation of a happy, well organised school.

We acknowledge that it would be a mistake to see behaviour as somehow a separate issue to learning, teaching and the curriculum. Problems in behaviour in educational settings are usually a product of a complex interaction between the individual, school, family, community and wider society.

Teachers and all staff are expected to apply a range of strategies to manage and improve children's behaviour.

All Adults are required to:

1. **Model** consistent calm staff behaviour.

2. Teach **behaviours that are conducive to learning.**
3. Give **first attention** to best conduct.
4. **Script** difficult conversations.
5. Invest in personal, **restorative follow up.**

Roles and Responsibilities

All adults will:

- Promote our school rules of being ready, respectful and safe.
- Model positive behaviours and build relationships.
- Plan to learn that engages, challenges and meet the needs of all pupils;
- Be calm and give “take up time” when going through the steps. Prevent before sanctions.
- Follow-up every time, retain ownership and engage in reflective dialogue with pupils.
- All adults need to be a visible presence around the school.
- Share good practice with one another.
- Never ignore or walk past pupils who are not being ready, respectful or safe.
- Staff encourage use of ‘positive notes,’ and ‘positive phone calls’ and ‘over and above.’
- Staff support one another in returning pupils to learning by sitting in on restorative reparation meetings and supporting staff in conversations with pupils.

All Pupils will:

- Will follow the rules ready, respectful and safe.

Senior leaders and link governors will review provision should there be pupils who fall beyond the range of written policies.

Parents

We consider the partnership between home and school vitally important and as a school we value the support given to us by parents. Therefore, we expect parents to: -

- * be involved and supportive in helping us meet our aims.
- * be informed about, and fully involved in, any aspect of their child’s behavior.

Governors

Governors also have an important role in helping the school maintain good discipline. Therefore, we expect Governors to: -

- * recognise that staff are constantly striving to provide a safe, happy and stimulating environment.
- * be fully informed of matters concerning behaviour;
- * support the Headteacher and staff in their implementation of this policy.
- * play a full and active role in ensuring our aims are met.

St. Gabriel's R.C. Primary School – Positive Behaviour & Discipline Policy

Behaviour Co-ordinator

Mrs Harris is the Behaviour Co-ordinator and her responsibilities are: -

- * receiving information about concerns from persons within or from outside the school.
- * ensuring that advice is available where needed.
- * intervening in problems or ensuring appropriate intervention.
- * liaising with others within the school including ALN Coordinator and outside agencies listed below.

Educational Psychologist / LA Advisory Teachers - Visits school to assess pupils when required and to advise staff and parents. They undertake annual reviews as necessary.

Education Welfare Officer – EWO makes monthly visits to the school and is in regular contact with the Attendance lead.

Social Services - Are accessed through referral/telephone and support when they agree further action to be taken– you can access them anytime not just when there is a referral.

School Nurse - Visits the school when requested.

Families First - Are accessed through referral/telephone and support when they agree a referral.

It is expected that parents will support the school in encouraging their children to show respect and support the school's authority when disciplining its pupils.

PRACTICAL PRINCIPLES

Equal Opportunity and Maximum Inclusion

- * An individual's difficulties and needs can vary over time and in different settings. The school and individuals avoid "labelling" children and young people.
- * All children have maximum access to the mainstream curriculum and children are educated, as far as possible, with their mainstream peer group.
- * Policy, planning and action in the field of behaviour management is anti-discriminatory and conforms to the equal opportunity policy.

Respect for all

- * Children and their teachers have the right to have difficulties in behaviour in school addressed without prejudice.
- * All persons involved in difficulties in behaviour have the right to have their views and feelings taken into account at all times.
- * Policy and practice actively promotes mutual respect for school, parents, all staff and children.

PROCEDURES AND PRACTICE

St. Gabriel's has its own set of rules which reflect the positive behaviour expected.

These rules are made clear to pupils at the start of and throughout the year. The rules are clearly displayed in the classroom so that reference can be made to them whenever necessary. In line with the Assertive Discipline philosophy, rules are positive rather than negative. The rules are clearly understood by everyone in the class.

Our school rules are:

1. Be ready.
2. Be respectful.
3. Be safe.

In line with Assertive Discipline, we use "positive recognition" as it has an effective impact upon children's behaviour. We are therefore:

- * catch children 'being good'.
- * praise them for doing things correctly.
- * use the "I" statement i.e. - "I like your handwriting", "I need you to..."
- * maintain positive rapport between pupil and teacher.
- * send positive notes home.
- * Each week, at least one golden phone call home from each teacher to praise a child.
- * Boards of recognition in each class
- * 'Seren yr Wythnos' certificate
- * Stickers
- * Notes home.
- * Dojo Champion
- * Phone calls home.
- * Postcards sent home.
- * Organise praise from other staff members.
- * Visits to share the positives with the Headteacher.

Managing Behaviour in Classrooms

Within the classroom/teaching Space, engagement with learning is always the primary aim. For most pupils, a gentle reminder or nudge in the right direction is all that is needed.

Steps should always be taken with care and consideration, taking individual needs into account where necessary.

We praise the behaviour we want to see and give 'take up time' for pupils to meet this expectation.

FORMALISED PLANS

The vast majority of our pupils are well behaved and follow the rules of the school. However, there is a small minority of pupils, who despite consistent support, frequently do not follow our school rules. In these cases, members of staff will liaise with the ALNCo, DHT, and Headteacher to place these pupils on a Behaviour Plan.

St. Gabriel's R.C. Primary School – Positive Behaviour & Discipline Policy

For pupils whose behaviour gives cause for concern their behaviour will be tracked via the 'my concern' tool. If there is little or no improvement then a plan with behaviour targets will be drawn up involving the pupil, class teacher, parents and senior member of staff (if relevant)

If a child's behaviour does not improve, these plans will be used to inform further measures. These may include, though not exhaustive:

- Regular review meetings with parents
- School Based Counselling
- Behaviour Contracts (specific target sheet)
- School Based Risk Assessment
- Pastoral Support Plan
- Implementation of Educational Psychologist strategies
- Reduced timetable (along with reintegration plan) shared with LA

External Agencies may be involved to support behaviour, these include though not exhaustive:

- Educational Psychologist Involvement (Clinic then escalating to specific assessment)
- LA Behaviour Support
 - Behaviour Advisor Teacher
 - Exclusion Support officer
- SPACE and Wellbeing programme
- Families First
- Confident and Nurturing
- Preventions
- Bereavement 'Unicorn Program' Counselling

EXCLUSIONS

Fixed Term Exclusions

In some cases, it may be necessary to exclude a pupil for a time. The Governors and Headteacher reserve the right to implement a fixed term exclusion in case of:

- Persistent disruptive behaviours
- Extreme disruptive behaviour
- Verbally aggressive behaviour
- physically aggressive behaviour
- behaviour that undermines the conduct and good order of the school
- Pupils engaged in behaviour which is prejudicial to the pupil's safety.

The duration of this exclusion will depend upon the nature of the behaviour but will be in line with the Welsh Government guidance.

If a child is to receive fixed term exclusion, then parents/governors and the LA will be informed.

Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately.

Fixed term exclusions are limited to a maximum of 45 days in any school year. If after this time, all attempts to improve the situation have met with no success, permanent exclusion may have to be considered. If a child is to receive permanent exclusion, then parents/governors and the LA have to be informed, plus any other agencies working with the child. The parents have the right to appeal against the school's decision.

After consultation with the Headteacher, if they are involved as part of the support provision, an Educational Psychologist may recommend applying for alternative placement to meet specific needs in cases of extreme behaviour,

Permanent Exclusions

A decision to exclude a child permanently is a serious one and should only be taken:

- in response to serious breaches of the school's behaviour policy.
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- If they have undermined the conduct and good order of the school and engaged in behaviour which is prejudicial to their safety

A permanent exclusion will usually be the final step in the process for dealing with significantly inappropriate behaviours (see above) following circumstances where a wide range of other strategies which have been tried without success. These strategies may include:

- The use of Pastoral Support Programme
- Using a restorative justice process
- Internal exclusion
- Fixed term exclusion
- Short term placement in another school (with agreement from parent/carers/carers)

St. Gabriel's R.C. Primary School – Positive Behaviour & Discipline Policy

- Short term intervention at the BAC (to be discussed at ALN Panel for Upper School)
- A managed move to another school. Headteachers are advised to discuss this at Managed Move Panel

However, there will be exceptional circumstances where, in the headteacher's judgement, it is appropriate to permanently exclude a child for a first or one-off offence. These might include:

- Serious actual or threatened violence against another pupil or member of staff
- Use or threatened use of a weapon.

If it is necessary to involve a senior member of staff in a discipline matter, the pupil should be brought rather than sent or, if leaving the class under the watchful eye of a colleague is impossible, first ring for support using the internal phone system. If no response achieved, then a reliable pupil should be sent with a message. If the Headteacher is unavailable, the Deputy Headteacher or Senior Teacher should be contacted.

EVALUATION

The views of parents are always welcomed and ideas worthy of inclusion in everyday school life will be implemented.

The policy will be reviewed by staff before being submitted to the Governing Body for their comments.

This policy will then be reviewed by Governors.