



Caerau Primary School Achievement, Behaviour and Discipline Policy



Date	Review Date	Co-ordinator	Nominated Governor
December 2022	December 2024	Mrs. J Roche	Mrs. R Goodall

AIMS AND EXPECTATIONS

This is the corporate policy and practices of promoting positive and addressing negative pupil behaviour at Caerau Primary School.

Caerau Primary School is an ACEs (Adverse Childhood Experiences) school. Our philosophy for promoting positive behaviour is based upon the ACEs principles, which all staff received training in. It is the expectation that ALL staff use these principles when dealing with pupils who are having "difficulties" in school. The ACEs approach is central to our philosophy of educating "the whole child".

It is a primary aim of Caerau Primary School that every member of our school community feels valued and respected.

We are a caring community, whose values are built on mutual trust and respect for all. The key to successful discipline is a consistent and fair approach at all times, by all staff. This policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

Children should be given the opportunity to develop into well mannered, well-adjusted and confident members of society. We aim to promote an environment where everyone feels happy, safe and secure. We aim to create a school community in which the children choose not to misbehave.

Our school has a number of school rules, but the primary aim of this policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping

everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our policy aims to help children become positive, responsible and increasingly independent members of the school community.

We aim to provide a clear set of rules and good role models of relationships and behaviour of staff and pupils towards one another.

Our aim is that the children should learn and achieve their full potential.

Good behaviour makes effective learning and teaching possible. Our pupils are never left in doubt about what is and is not acceptable behaviour. Our school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

PROMOTION OF POSITIVE BEHAVIOUR

We believe that behaviour can change and that every child can be successful. Praising and a system of rewards are more likely to change behaviour than blaming and punishing.

We should constantly help children to achieve success in some aspects of their lives and should celebrate with them when they do e.g. Dojo's achievement assembly.

We should treat children with respect and be positive in our dealings with them, however difficult it may be at times.

We must, at all times, be aware of the individual circumstances and needs of each child and respond appropriately. However, children must be made aware of the high expectations that we expect from them and ourselves.

We must always consider the safety of other children and staff, and minimise disruption while helping children acquire self-discipline.

The school offers an Alternative Learning provision as in a small group nurture class. The children can access this on a regular basis or at times of emotional need.

REWARDS AND SANCTIONS

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils must learn to expect fair and consistently applied sanctions for bad behaviour which makes the distinction between serious and minor offences apparent.

The emphasis of the school discipline policy is on REWARD and PRAISE. We will use a range of daily, weekly and termly rewards which will promote good behaviour and high standards of work.

School Rules

We have our "Golden Rules" that apply at all times and to the whole school community, they are-

- We show respect to everybody
- We are helpful and kind, we remember our manners
- We play together and look after each other
- We never hurt people's feelings
- We take care of our equipment and toys.

School Values

- Kind hands/feet
- Kind words
- Good listening
- Help each other

Sanctions

Our school employs a number of sanctions to enforce the school rules. We employ each sanction appropriately to each individual situation. Reasonable adjustments will be made when a behaviour is related to a mental or physical disability.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- We will use a range of positive behaviour management techniques with an emphasis on de-escalation using verbal and non-verbal communication.
- The safety of the children and staff is paramount in all situations. If a child's behaviour endangers the safety of others, staff will use reasonable, proportionate and necessary action.
- All incidents are reported and recorded using 'My Concern' and if necessary, the Team Teach handbook.
- Post incident learning may include consultation with parents and the involvement of external agencies, if required.

We regard communication with 'home' for both positive and negative behaviour, as a key element in securing success for our pupils.

Consequences

If the class/school rules are broken, sanctions will include:

- Verbal warning by a member of staff.
- Formal sanctions, e.g. playtime detention.
- "Thinking Time" where appropriate, including the use of the 'The Reef', if requested by the child.
- Removal from class.
- Parents informed of child's negative behaviour.
- Fixed term/permanent exclusion.

These actions would be undertaken during a timescale that professionals would deem as being relevant and fair to the child concerned.

With on-going behaviour issues, an individual plan will be formulated and implemented. Including a risk assessment and positive handling plan when required.

The role of all school staff

It is the responsibility of staff to ensure that the school rules are enforced within their class and that their class behaves in a responsible manner during lesson time.

The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

Staff treat each child fairly and enforce our code of conduct consistently.

When necessary, the staff in our school will seek help and advice from Deputy/Head Teacher as well as liaise with external agencies.

Staff will record all behaviour incidents on 'My Concern' and/or in the 'Team Teach Physical Intervention Record file'.

Team Teach

Team Teach is an accredited training framework designed to focus on positive behaviour support approaches, with an emphasis on de-escalation, risk and restraint reduction. All staff are trained in positive handling skills in behaviour management which includes verbal and non verbal communication, diversion and de-escalation and safe effective, humane physical interventions.

The purpose of Team-Teach training is to support adults' understanding and management of challenging behaviour, by embedding the teaching of physical techniques within a holistic, positive behaviour de-escalation approach, in order to encourage the promotion of socially acceptable and safe behaviours for all concerned.

The Team Teach approach implemented at (insert school name) is underpinned by documentation, with a focus on de-escalation, supporting the individual and aiming to provide security, safety and acceptance for recovery, repair and reflection for all concerned.

Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour 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 and staff in the school.

The Headteacher supports the staff by implementing the policy, by setting the expectation and standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour. These are recorded in the phase based "Team Teach Tracking Books" and My Concern.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious (see hierarchy) acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Both these actions are only taken after the school governors have been notified.

The role of Parents/Carers/Extended Family Members

The school works collaboratively with families, so children receive consistent messages about how to behave on their journey to and from school, at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect families to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents/family members should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher.

If the concern remains, they should contact the Headteacher-if unresolved, then the Chair of the School Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but 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.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school.

The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body.

The school informs the parents/carers how to make any such appeal.

The Headteacher informs the LEA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a Pupil Discipline Committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an Appeals Panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the Governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

All staff will monitor behaviour using both 'My Concern' and the 'Team Teach Handbook'.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Body reviews this policy every two years. They Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

APPENDICES

Appendix 1

Heirarchy of Unacceptable Behaviour

Appendix 2

Behaviour Descriptors

Behaviour Descriptors

DESCRIPTORS FOR PLACING AT STAGE 1

STAGE 1- EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

It is assumed at all stages that the pupil has no known medical problem which might be a major contributor to the pupil's inability to acquire appropriate behaviour and socialisation skills.

Pupil exhibits emotional or behavioural difficulties, which cause common concern to the school.

Information would have to be collected to indicate clearly what behaviours are displayed.

Detailed observations would be necessary to observe when and what type of EBD the pupil exhibits on task and off task.

DESCRIPTORS FOR PLACING AT STAGE 2

STAGE 2- EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

As at stage 1 and

- Pupil requires structured class/school management strategies in line with the school policy, i.e. on report.
- Pupil is behaving in such a way as to interfere with/disrupt other class members.
- Pupil is behaving in such a way as to interfere with academic or social progress.
- Pupil's behaviour/emotional state is causing concern across the curriculum and/or in social situations with a range of adults.
- Pupil exhibits continuous disruptive and/or emotional behaviour.
- Advice and information from outside agencies may be required concerning pupils behaviour.

In addition to stage 1 information, evidence would be required to show that the school had systematically recorded the pupil's behaviour and the responses to programmes of intervention and support.

Management strategies would need to be devised and recorded and the information analysed on a daily basis to build up a record and provide the pupil with personal feedback to develop insight.

DESCRIPTORS FOR PLACING AT STAGE 3

STAGE 3- EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

As at stage 2 and

- Pupil's behaviour/emotional state has not responded to a behaviour management programme over the period of a term (review held), evidence examined, range of strategies tried
- Pupil's behaviour/emotional state prevents him/her benefiting from the curriculum in a mainstream setting.
- Pupil's behaviour prevents other pupils from getting full access to the curriculum.
- Pupil is a danger to self/other pupils/adults/school building/property.
- Pupil's behaviour/emotional state requires assistance and support from Behavioural Support Teacher in planning intervention programmes.

ANALYSIS SHEET FOR INFORMATION GATHERING.

The issues and questions below may assist in the planning of any relevant documentation-referrals, reports etc.- and the answers will provide valuable background information if achievable targets are not met and there is parental agreement to a further referral.

Identifying the problem

1. What form do the problematic behaviours take?
2. Where do they occur?
3. What appears to trigger them?
4. How long have they been occurring?
5. Are they getting worse, getting slightly better or staying about the same?
6. What appears to be maintaining/ reinforcing the behaviours?
7. Which is/are the major/priority behaviour(s) to be managed or modified?
8. Which converse behaviours need to be systematically promoted?

Pupil/ parent perceptions.

1. What information is there from the parents about contributory factors?
2. What does the pupil say about the problem behaviours?

Social Relationships.

1. Does the pupil have friends?
2. Do other pupils complain about the behaviours?
3. Do the behaviours result in more or less attention from other pupils?
4. Do the behaviours result in more or less attention from adults?
5. Do the behaviours increase the social status of the pupil?
6. Does the pupil have a negative reputation among peers and adults?
7. Does the pupil relate better to particular adults?
8. What is the possible basis for any relatively good relationships?
9. Is the pupil's general level of confidence above average/ average or below average or variable (give examples)?

Educational success

1. Is the pupil's general success with schoolwork above average/ average or below average in the class?
2. Does the pupil have learning difficulties?
3. Are there specific strengths or weaknesses?
4. Are tasks sufficiently matched to existing skill levels, thereby supplying regular and frequent successful learning experiences?
5. Is the pupil sensitive to the perceived difficulty of a task?

Intervention to date

1. Enhanced application of whole school reward systems.
2. Whole class and sub-group reward systems.
3. Individualized behavioural programme.
4. Positive communication with the home, e.g. 'Good News Book'
5. The effect of sanctions/ punishments.
6. Discussion/ timetabled review of problem behaviours, avoidance strategies, and targets with the pupil and parents.
7. Involvement of valued adult approval from adults other than the class teacher.
8. Incentives which have proved successful.

The School's Hierarchy of Unacceptable Behaviours

All pupils and parents/carers will be made aware of the consequences of unacceptable behaviour.

Band	Behaviour	Sanction	Persons Involved
5	Physical assault on staff. Abusive language directed at staff.	Incident formally noted. Parents and LA informed. Fixed term or permanent exclusion implemented. Outside agency support sought.	Headteacher Deputy Head Governing Body LA-Report Accident form. Parents/Carers Pupil
4	Physical assault on fellow pupil. Abusive language directed at fellow pupil. Unacceptable conduct on yard or on outside activity.	Incident formally noted. Parents informed. Fixed term exclusion-if appropriate. Pupils denied access to yard or visits-unless supervised to Headteacher's satisfaction. Detention administered. Outside agency support sought-if appropriate.	Headteacher Deputy Head Governing Body-if appropriate LEA-if appropriate Parents/Carers Pupil
3	Unacceptable behaviour on the yard or in class, which disrupts other pupils learning.	Incident recorded. Removal of privileges - trips/events. Breaktime detention.	Deputy Head-if appropriate Class based staff Parents/Carers Pupil
2	Unacceptable behaviour which does not conform to "School-Class Rules"	Incident recorded. Short breaktime detention (5-10 mins).	Class based staff Parents/Carers-if appropriate Pupil
1	Non completion of work. Distracting behaviour.	Non verbal/verbal communication. Complete work in own time.	Class based staff Pupil

*All incidents are noted on 'My Concern' and/or in the 'Team Teach Handbook.'

**If incidents of unacceptable behaviours (band 1, 2 & 3) persist and are repeated, the deputy headteacher or headteacher will remove them from the classroom/playground environment.

