

*Positive Behaviour and Discipline Management Policy
Pembroke Primary School*



POLICY AND GUIDELINES For

Positive Behaviour and Discipline Management 2023

ISSUE AUTHOR DATE OF DRAFT	DATE APPROVED	REVIEW
HT & SLT	16.10.16	September 2018
HT & SLT	9.12.18	November 2022
HT & SLT	17.01.23	

Aims and objectives

Pembroke Primary School aims to create a culture with high expectations of behaviour that will benefit both teachers and pupils, establishing calm, orderly, safe and supportive environments conducive to learning.

At Pembroke, we recognise that creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. We aspire for our pupils to learn in a calm, orderly, safe, and supportive environment and protect them from disruption.

“ We aim to contribute to all of our learner’s successful futures by equipping them with the skills, experiences and confidence through purposeful activities in a safe, supportive and inclusive environment where all learners are encouraged to be the best that they can be. ”

Our policy, our vision and values are communicated to pupils, staff, and parents and carers and aims to help our children to grow in a safe and secure environment, developing a love of learning and led by the four purposes where happiness leads to success.

High standards and clear rules reflect the values of Pembroke Primary school and our Pembroke Promise. [\(Appendix 1\)](#) We have clear expectations and consequences of behaviour for everyone. [\(Appendix 2 and Appendix 3\)](#) Our policy provides details on how staff will support pupils to meet these expectations.

These aims and expectations are promoted through our positive behaviour management system that our school community agreed on.



The specific objectives are:

- *To promote good relationships*
- *To increase pupils' self-esteem*
- *To minimise disruptive behaviour*
- *To set clear boundaries and maintain clear and consistent expectations*
- *For all to promote and nurture good behaviour in order to create a positive learning environment for pupils and teachers*

Our Behaviour for Learning Policy aims to promote good relationships, enabling everyone to learn. This policy will facilitate everyone working together in an effective and considerate way.

It is the duty of **all staff**, both teaching and non-teaching, to provide **positive models of behaviour** for our pupils. This policy applies equally to all pupils and staff, regardless of race, religion, gender or disability. We created a staff charter together and displayed it in our staffroom.

Link to: Appendix 4 [Staff Charter General](#)

Appendix 5 [Staff Playtime Expectations](#)

It is acknowledged that some children will have **Individual Development Plans** with respect to behavioural targets and that an **individual's needs may differ** according to ability, culture or circumstances. It is our aim to encourage and teach appropriate behaviour and to provide a safe and secure learning environment for all pupils.

Pembroke Primary School rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. Positive behaviour guidance is designed to promote good behaviour, rather than merely deter anti-social behaviour.

This policy is directly linked to policies on Equal opportunities, Racial Equality and Anti-Bullying and should be considered in tandem with these.

Rewards and Consequences

We praise and reward children for good behaviour in a variety of ways:

Rewards

- *Praise from our teachers*
- *Points awarded for our House Colour - Winning House reward at half term*
- *Golden Book and 4 Purpose Certificates in Celebration Assembly*
- *Star of the Week in Celebration Assembly*
- *Recognition of achievements outside of school in our Celebration Assembly*
- *Notes home via Seesaw app*
- *Stickers*
- *Praise/stickers from Senior Leaders*
- *Celebration Assemblies*
- *Whole class reward system*
- *Individual reward systems in some cases*

Consequences - (Following steps 1-3)

1. *Restorative conversation with class teacher (talk about behaviour being unacceptable, not the child)*
2. *Restorative conversation with appropriate consequence with Progression Step Lead*
3. *Completion of a restorative Sheet with DHT/HT to reflect on choices made and how they can move forward - (Appendix 6)*

Some of the consequences that may be considered

- *Accepting an apology for particular behaviour from the child*

- *Removal of privileges, depending on the action*
- *Miss part of their playtime for reflection of behaviour*
- *Asked to move to another class/quiet area if disruptive to others*
- *Telephone call home and/or meeting informing parents*
- *Reviews with parents*
- *Individual PSP Plan/ Behaviour Reduction Plan*

“ We do acknowledge that behaviour is a means of communication and endeavour to work with the child and family to put the appropriate actions in place to deter any concerning behaviour. ”

Pembroke Primary School employs a number of consequences to enforce the school rules (Pembroke Promise), and to ensure a safe and positive learning environment. Group consequences are avoided as these can breed resentment. We employ each consequence appropriately to each individual situation, it must be made clear why the consequence is being applied and whenever possible be delivered away from other children or an audience.

Most instances of misbehaviour are relatively minor and can be dealt with simply and quickly by a restorative conversation. Some may require withdrawal of privileges or being kept in at break times, should a class teacher consider the child's behaviour to be a risk to others.

- **We expect children to listen carefully to instructions in lessons. If they do not do so after they have been politely asked more than three times, we ask them either to move to a place nearer the teacher, or to sit on their own.**
- **We expect children to try their best in all activities and offer appropriate support. If they do not do so, we may ask them to complete a task during break time.**
- **If a child is disruptive in class, the teacher follows the hierarchy of consequences (Step 1- 3). If a child misbehaves repeatedly, the child will be asked to leave the rest of the class until s/he calms down, and is in a position to work sensibly again with others.**
- **The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the**

activity and will seek support from Progression Step Lead. A Risk Reduction Plan may be completed should this be required. ([Appendix 7](#)) If this is a cyber incident action is taken inline with our user agreements.

- If a child threatens, hurts or bullies another pupil or is defiant towards any member of staff, the class teacher records the incident on Edukey and the child is sent to the Head or Deputy Head Teacher. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour.
- Where and when appropriate, a restorative conversation sheet is completed by the child in discussion with an adult so that they can reflect on their behaviour, these are kept in a Behaviour folder and are logged on our shared drive by the Behaviour co-ordinator

Pembroke Primary School **does not tolerate bullying of any kind**. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in The Use of Force to Control or Restrain Pupils Policy based on the DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain pupils in order to prevent injury to a child / adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Most members of the teaching staff have attended 'Team Teach' training and this is updated every three years. Further information can be found within our Restraint Policy.

Constant Offenders

A constant offender is a child who has been referred to the Deputy Headteacher/Headteacher 3 times over a 3 week period following the class teacher having met with parents.

The following steps will need to occur:

1. Headteacher informs the family and requests a meeting.
2. Parents come and discuss behaviour with the Headteacher and class teacher.
3. Monitor behaviour and set a behavioural plan according to each individual's needs, with appropriate reward system.
4. Professional support will be sought to support our school to deal with behaviour.
5. Instant internal or external exclusion may be issued to any child for extreme and persistent instances of behaviour, this will include:

- Individual extreme aggression towards staff or another child
- Serious behaviour that leads to danger towards themselves and/or another person

Additional Learning Needs

We recognise that some children need additional support with their behaviour. We identify these children as early as possible and provide support in the form of relevant support plans. We work closely with parents, the school ALNCo and outside agencies.

Whilst we cannot be seen to condone children breaking the rules, we recognise that it is necessary to modify our behaviour management strategies according to need. If a child is at risk to themselves, or causing harm to others, being defiant and aggressive in their manner, staff will follow the appropriate steps to keep all children safe.

Should a child be at continued significant risk of danger to themselves or others, we will meet with parents to construct a Risk reduction Plan. An agreement of appropriate action between school and parents, identifying triggers, de-escalation and strategies to keep children safe.

The role of the class teacher

A great deal of positive behaviour can be achieved and encouraged through the provision of pupil inspired, exciting lessons which engage the interest of all pupils. Teachers strive to ensure that all children work to the best of their ability, persistently seeking children who are doing the right thing.

The classroom environment gives clear messages to children about the extent to which they and their efforts are valued.

- Classes which are **well organised** and have easily understood **routines** help to develop independence and self-discipline.
- **Relationships** between children and teachers, strategies for encouraging good behaviour, arrangement of furniture, neatness and orderliness, access to resources and classroom displays all influence the ways in which children behave.

It is the responsibility of the class teacher to ensure that our **Pembroke Promise** is understood and enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teacher treats each child fairly and applies the classroom code consistently. The teacher treats all children in their class with respect and understanding. Praise is to be used to encourage and reward instances of good behaviour as well as good work.

Teachers' specialist knowledge of individual children will enable them to make appropriate allowances when necessary.

If a child misbehaves repeatedly in class, the teacher keeps a record of such incidents. In the first instance, the class teacher deals with incidents in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice following steps below considering de-escalation strategies.

STEP 1 - Restorative conversation with class teacher and appropriate consequence

STEP 2 - Restorative conversation with Progression Step Lead and appropriate consequence - Record kept on Edukey

STEP 3 - Restorative conversation with Head/Deputy and appropriate consequence - Restorative Sheet completed and record kept on Edukey

STEP 4 - Appropriate consequence and support/referrals made if necessary. Risk Reduction Plan and Individual Development Plans in place if necessary, support from (ALNCo)

During all these **STEPS** we recognise the importance of sharing and discussing behaviour with parents as well as the pupils themselves.

The class teacher liaises with ALNCo and external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker, LA behaviour support service or other professional services to seek support.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The class teacher will follow our whole school Behaviour for Learning Do's and Don'ts checklist. (See appendix 8)

The role of the head teacher

It is the responsibility of the head teacher, 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 head teacher to ensure the health, safety and welfare of all children in the school.

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

The head teacher and/or deputy head teacher keeps records of all reported serious incidents of misbehaviour and Restorative records are kept in our Behaviour File.

The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. This action is only taken after the school Governors have been notified.

The role of families

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

Our Pembroke Promise is visible in all classes and around the school. It is in the school prospectus, on our school website and there are reminders on seesaw messages and in newsletters. We try to build a supportive dialogue between the home and the school, and we inform families immediately if we have concerns about their child's welfare or behaviour. We expect families to inform the school immediately if there are any circumstances which may affect a child's achievement or behaviour in school.

If the school uses consequences to reprimand a child, parents/carers are expected to support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher and then the head teacher. If the concern remains, they should contact the Chair of Governors in writing. 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 discipline and behaviour and reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues which the head teacher will take into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, she informs the family immediately, giving reasons for the exclusion. At the same time, the head teacher 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 how to make any such appeal.

The head teacher informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The head teacher will inform the LA of all fixed-term and permanent exclusions. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

The governing body has a 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 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 head teacher must comply with this ruling.

Monitoring

In collaboration with staff and families the head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour.

Step 1 - The class teacher records notable classroom incidents

Step 2 - The Progression Step Lead records any restorative conversations with children

Step 3 - The Head teacher/Deputy Head teacher records incidents where a child is sent to them due to a more serious incident of inappropriate behaviour.

Step 4 - ILP, conversations with parents and/or professionals are all recorded on Edukey.

We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any serious incidents.

Restorative conversation sheets are kept with the Deputy Head and a record of these are kept in a log.

The Head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Information relating to fixed-term exclusions will be forwarded to the receiving secondary school.

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. 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. The review will take into account the views of pupils, parents and staff

This Policy was updated / adopted by the Governing Body of:

Pembroke Primary School

Chair of Governors: Mr. Peter Nurse

Behaviour coordinator: Mrs. Amanda Baxter

Head teacher: Mrs. Jade Wakley

Date: November 2022

Appendices

1. Our Pembroke Promise
2. Rewards
3. Consequences
4. Staff Charter
5. Staff Playtime/lunchtime Expectations
6. Restorative Think Sheet
7. Risk reduction Plan
8. Pembroke Behaviour For Learning Do's and Don'ts



Appendix 1

Positive Behaviour Management Working Together

At Pembroke Primary School we aim to foster all relationships within a positive atmosphere of acceptance, care and respect for all members of the school community. All classes will complete their own classroom rules at the beginning of a new school year but all should focus around our whole school Pembroke Promise.

Our Pembroke Promise

Pembroke Promise
Happy and Secure, Learning Together
Hapus a Diogel, Yn Dysgu Gyda'n Gilydd

- We are honest** (Illustration: A red book with a face, labeled 'Ehridal Erid.')
- We look after each other and our environment** (Illustration: A brown recycling bin with a face, labeled 'Ambitious Arwen.'
- We keep one another safe**
- We speak politely**
- We listen** (Illustration: A blue and purple book with a face, labeled 'Healing Hani.'
- We try our best** (Illustration: A yellow pencil with a face, labeled 'Creative Cao.'

These promises will keep our school a safe and happy place



Appendix 2

Rewards

We can earn:

- ★ *Praise from our teacher*
- ★ *Points for our house colour*
- ★ *Star of the Week*
- ★ *Golden Book and 4 Purpose Certificates*
- ★ *Notes home to our families via Seesaw app*
- ★ *Stickers*
- ★ *Rewards for our class*
- ★ *Extra responsibilities within the school*
- ★ *Individual reward system in some cases*



Appendix 3

Consequences

Following Steps 1-3

- 1. Have a Restorative conversation with a member of staff
(Discuss behaviour being unacceptable, not the child)*
- 2. Have a Restorative conversation with appropriate
consequence with Progression Step Lead*
- 3. Complete a Restorative Sheet with DHT/HT to reflect on
choices made and how they can move forward*

We may be required to:

- Apologise for any inappropriate behaviour*
- Lose a privilege depending on our action*
- Miss part of a playtime for reflection of behaviour*
- Be asked to move to another class/or quiet area if disrupting others*
- Telephone call home and/or meet with parents to discuss actions*
- Set up an Individual Development Plan (IDP targets) to help us make
the correct choices. Review with ALNCo and parents*
- Meet with ALNCo to discuss Individual Personal Support Plan (PSP
and/or Behaviour Reduction Plan (BRP)*
- If our behaviour is very dangerous we may be excluded from school*



Appendix 4 - Staff Charter

Staff Charter

- *Be courteous and punctual. Arrive in class by 8:30am*
- *Meet and Greet your children at the door*
- *Be punctual for assembly, playground duty, end of day*
- *Be respectful, Wash your cup, plate and cutlery and put away after each use*
- *Repair any damaged border/display board that you see/pass*
- *Use the laminator, slicer, etc, then put away*
- *Use the correct bins for recycling, ensuring glass milk bottles are returned*
- *Only use a covered mug when leaving the staff room*
- *Look out for your colleagues*
- *Model positive behaviour*



Appendix 5 Staff Playtime Expectations

Staff Playtime Etiquette

- *Be punctual if you are on duty*
- *Organise an activity with the children*
- *Staff spread out around the yard*
- *Blow the whistle at the end of play and children **STOP***
- *Second Whistle blown, children line up*
- *Minor first aid to be dealt with on the yard by a member of staff (First aid bags to be carried by dinner supervisors/teacher on duty playtime)*
- *Accident form to be filled out and staff put this on seesaw*
- *First aider to deal with any significant injury*
- *There must be a phone call home if they have a head, facial injury or anything significant*
- *Gloves must be worn when dealing with cuts*
- *Dinner supervisors to put equipment away at the end of lunch play*
- *Report any significant behaviour to class teacher*



Appendix 6 Restorative Sheet

Name:

Year:

Date:

Time:

What happened?

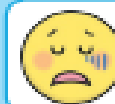
How did you feel?



stressed



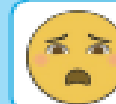
upset



nervous



angry



worried



other

What can you do next time?

How do you feel now?



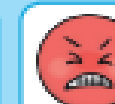
stressed



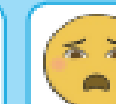
upset



nervous



angry



worried



other

Actions:

- 1.
- 2.

Appendix 7
Risk reduction Plan

Risk Reduction Plan

Name of Child.

Plan Number:

Date:

Positives- What is the child good at and what do they like doing?	Triggers- What situations have led to problems in the past?	Successful approaches- What proactive interventions have been effective in preventing the child's anxiety rising?

Describe any modifications to the environment or child's routines that can be implemented to prevent anxieties rising?

Expected Practice

Strategy	What does the practice look like?
Firm clear directions	Regulated, reliable and consistent support via an adult
C.A.L.M. talking/stance	Calm and firm voice, relaxed body language, give time for the request to be processed.
Summoning Assistance	Help please, panic alarm
Verbal/Symbolic guidance	Visual cards/reminders of routine
Limited Choices	Now and next
Reminders of consequences	Things can cause upset / loss of privilege
Distraction	Can help
Diversion	Offer a sport eg kicking the football
Humour	Can help - Banter and silliness

Describe any additional strategies that have worked in the past or should be avoided.

Strategy	Try	Avoid	What does the practice look like?
Negotiation			Now/next/rewards
Reassurance			Verbal/reminders of consequences
Planned ignoring			Unavoidable due to safety of others
Contingent touch			Touch to shoulder or rubbing back
Take up time			
Withdrawal offered			Safe place, walk around the school, heads office
Withdrawal directed			Guided out of the area
Change of face			Another adult
Success reminders			Using timers
Others			

From your risk assessment what is the likelihood of the child harming himself or herself, another child or adult in the event of an incident. Please identify risk in each case.

	Self-Harm	Harm to others	Harm from another	Harm to staff
Low				
Medium				

High				
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Description of behaviour	Self Harm	Harm to others	Harm from another	Harm to Staff

Prior to intervention all staff must make a dynamic risk assessment in relation to the incident and their confidence and competence in using physical intervention techniques.

Has the child any medical issues that require the reconsideration of any Team Teach Holds?
YES/NO

If YES, has there been any discussion with relevant health professionals and please outline any concerns that they had?

Preferred physical intervention approach for dealing with above incidents

Potential incident (see risk assessment)	Specific Location	Preferred Physical Intervention Strategy

Appropriate personal safety response,	Two Person Holds and Escorts
Arm Responses	Single Person Holds and Escorts
Neck Responses	Holds for smaller pupil,
Clothing, Hair and Bites	Seated hold required,
Steer Away	Separating Fights

Follow up- Debrief and repair following the incident

Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

Hear Explain Link Plan	
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Multi-agency Involvement (where the risk assessment indicates a high risk)

Agency	School	Parent/ Guardian	Social Worker	Child Protection Officer	Local Authority Officer	Other
Name						
Signature						
Date						

Date	Evaluated by	Action

Name and signature of person completing this form - Date-



Behaviour for Learning

Do

- *Remain Calm*
- *Have a private chat with child away from the situation*
- *Talk about the behaviour as being unacceptable - not the child*
- *Show respect at all times*
- *Model positive behaviour (apologise for uncharacteristic behaviour)*
- *Take time to have a restorative conversation*
- *Listen*

Don't

- *Shout*
- *Use overpowering body language*
- *Humiliate*
- *Assume*

