



Ysgol Gynradd Aberbargoed Primary School

"Everyone Matters" – " Mae Pawb Yn Bwysig"



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Policy Title:	Behaviour & Discipline		
Adoption Date:	February 2019 SE	Review Date:	Summer 2022
Signed:	<i>A.C. O'Neil</i>	Signed:	<i>David Lewis</i>
	Chair Of Governors		Headteacher



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Behaviour And Discipline

Section 61 of The School Standards and Framework Act 1998 requires the Governing Body and Headteacher to take certain steps to promote good behaviour and discipline at our school. The Governing Body has a general duty to ensure the school follows policies to promote good behaviour and discipline among pupils. The Headteacher has responsibility on a day-to-day basis for maintaining discipline with the backing of the Governing Body and promoting good behaviour and discipline.

"Good behaviour is a necessary condition for effective learning and teaching to take place."

The Governing Body accepts this principle and seeks to create an environment in the school, which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Aims of This Policy

- To create an environment which encourages and reinforces good behaviour;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the school's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and school in the implementation of this policy.

Colleagues may also find it useful to refer to the Welsh Government document "Practical Approaches To Behaviour Management In The Classroom" (2012)

Listening To Learners

During Assembly on Monday 18th February 2019 the children from Reception through to Year Six described the behaviours they would like to see in our school.

"First of all they stated they want other children to be ready for learning. They expect to feel safe in school and for their peers to be sensible, helpful - helping others and using kind hands. They want to be able to learn and play without distraction or the risk of physical contact. They want everyone at school to be respectful to each other, to be inclusive, to be responsible for their behaviour and learning. They want other learners to respect their desire to learn. They feel manners are important and that we should all respect the rights of others. They feel everyone at school should try their hardest to succeed in learning and to try to stay on Green behaviour cards through the day. They want people to think about what you are going to say before you say it, and they want everyone to be active listeners."



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Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations, which are either fulfilled, or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals. The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those, which reflect these principles.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As adults we should aim to: -

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring, secure and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, inability, ability and disability;
- Show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective teaching and learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the use of positive routines, high expectations, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.



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Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave

Learning environments should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment that promotes the ethos of 'Communication Friendly Spaces'.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter (and not become an exercise in public humiliation) between teacher and child to avoid resentment. Opportunity for restorative follow up sessions are provided to ensure positive relationships remain at the centre of behaviour strategies.

Attitude And Behaviour

We aim to establish a sense of calm and purpose through our school while the children are working. Individual children and groups will be rewarded for a positive attitude and sensible behaviour through the use of raffle tickets, certificates, golden phone calls, positive notes home, golden time etc.

What is bad/ unacceptable behaviour?

This is a negative attitude to discipline, socialisation and effort. It ranges from specific minor problems to serious behaviour disorders.

Minor Problems

- Being off task
- Lack of consideration for property;
- Over exuberant behaviours affecting wellbeing, health and safety of others e.g. running inside school, lining up inappropriately;
- Problems associated with lack of maturity e.g. temper tantrums in a young child

More Serious Problems

- Temper tantrums in an older child
- Bullying involving learners with special educational needs and disabilities
- Bullying around race religion and culture
- Homophobic, sexist, sexual and transphobic remarks and bullying
- Lack of respect for peers/ adults



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- Verbal and physical aggression/ bullying
- Biting and kicking
- Lying and stealing
- Use of unacceptable language
- Inappropriate communication online

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they could achieve acceptable standards of behaviour. Rules and procedures are defined by each class as part of class contracts at the outset of every academic year, including reference to the school's 'Good to be green' class behaviour prompts. Rules and procedures should: -

- Be kept to a necessary minimum;
- Be positively stated, telling the children what to do rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Be consistently applied and enforced;
- Promote the idea that every member of the school has responsibilities towards the whole.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that Positive Recognition through rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work. Recognition of the following rewards is presented publicly during assembly: -

- Raffle tickets and certificates;
- Stars of the week/Disgybl Disglair
- Tystysgrif Cymraeg
- Positive notes home
- Golden phone calls home

Members of staff may also find it useful to use other examples of the token economy in bringing about positive changes in behaviour in the short term, e.g. the use of reward for lining up quietly or entering the class and being on task immediately. It is often a good strategy to heap praise on some of the characters whose behaviours require changing the most or on those pupils who are in close proximity to the child who is off task or beginning to show challenging behaviour.



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Learners are also set class targets for improving behaviour by the school 'Learning Detectives' a group of year 5 and 6 pupils who complete peer observations and identify strengths and areas for improvement in terms of behaviour for learning. Where targets are seen to be met they are replaced with new goals for continued improvement in behaviour.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The use of punishment should be characterised by certain features: -

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future punishment;
- Group punishments should be avoided as they breed resentment;
- There should be a clear distinction between minor and major offences;
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through to the withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions.

Each class has a 'Good to be green' behaviour prompt chart. Learners are given prompts to improve their behaviour with the use of blue followed by yellow cards. If behaviours persist or an act of physical aggression displayed by a pupil then a red card is placed behind the learner's name. This indicates a period of five minutes of the next morning's play is to be spent in thinking time with an allocated teacher to review and reflect upon positive choices that could have been made and an opportunity to review strategies for coping with personal emotions during the build up to a red card. Learners can gain a maximum of three red cards within a day. On the rare occasion this happens, the behaviour is referred to the Head teacher or Deputy Head teacher and parents informed. Where a learner's behaviour choices has resulted in more than one visit a thinking time session or as a result of physical contact, the class teacher will inform parents in order to reinforce positive messages about the importance of good choices and the impact of their behaviour on the learning and emotional well-being of themselves and others.

It is important that the sanction is not out of proportion to the offence. Children should not be sent out of class where they may be unsupervised. Children may be sent to the Headteacher but consider the impact of this, as the child may not tell the Headteacher what you want to tell them. Waiting until break time when an adult can bring the child to the Headteacher and explain the situation more effectively may be a more appropriate choice in order to resolve behaviour concerns.

At Aberbargoed Primary we avoid whole group or class punishment wherever possible as they often serve to build up resentment from the children who were on task. Where anti-



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social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or the Educational Welfare Service may be necessary. This possibility should be discussed with the Headteacher.

We employ a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. These are employed as is appropriate to the needs of any given situation.

- We expect children to follow instructions in lessons. If they do not we may ask them to move to a place nearer the teacher or additional practitioner or to sit on their own;
- We expect children to try their best in all activities, if they do not we may ask them to redo a task.
- If a child is disruptive in class the classroom practitioner will reprimand him/her. If a child misbehaves repeatedly we may isolate the child from the rest of the class until s/he calms down and is 'ready for learning' with others.
- If a child does not finish his/her work or misbehaves we may ask them to stay in at playtime or dinner time to complete work etc. An adult will always supervise them.
- Children who misbehave during breaktimes may be asked to stand on the stop line on each yard for a period of minutes in order to calm down or reflect upon choices they are making;
- If a teacher has applied the above strategies with no improvement then the child can be sent to the Headteacher or Deputy Headteacher;
- For serious misdemeanours, withdrawal of privileges may be necessary e.g. school trips, concerts, sporting activities etc;
- If a child endangers the safety of others there may be occasions when staff need to stop activities and prevent the child from taking further part;
- If a child hurts another pupil or adult this should be reported to the Headteacher/Deputy Headteacher.
- All incidents must be recorded using the Chronology of Incidents Form;
- It is important that any behaviours which resemble, or may lead to bullying lead to the anti-bullying procedures being followed including those online;
- Class teachers and other classroom practitioners will discuss the class and school rules 'Ready, Respect, Responsibility and Safe' regularly with each class so that all children are fully aware of the standards of behaviour expected in school and revisit these rules termly as part of whole school assemblies in varied forms.



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Communication And Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps, which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required. Do make other teachers and support staff aware of difficulties with particular children. There may well be a reason for this behaviour and a pattern emerging. Challenging behaviour may well be symptomatic of other problems the child is experiencing. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

See also text for exemplar letters below:

Dear Parent/Guardian,

We write to inform you that _____ behaviour is causing some concern at the moment.

We should be grateful therefore if you could contact School as soon as possible to make an appointment to discuss the problem.

Yours sincerely

Class Teacher

Headteacher

Dear Parent/Guardian,

We write to inform you that

We are concerned about this and feel you should be aware of the problem

We would be grateful if you could discuss this incident with your child. If you feel you want to discuss the incident further please do not hesitate in contacting School.

Yours sincerely

Class Teacher

Headteacher



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Pivotal Behaviour At Aberbargoed Primary School

★ Four School Rules

- ★ BE SAFE,
- ★ BE READY,
- ★ BE RESPECTFUL,
- ★ BE RESPONSIBLE

Five Pillars of Pivotal Practice

- ★ Consistent Calm staff behaviour
 - ★ Teach learning behaviours
 - ★ Give first attention to best conduct
 - ★ Script difficult conversations
 - ★ Invest in personal, restorative follow up
-
- ★ KEEP...calmness, consistency, fairness/respect, Positivity, approachability, kindness, empathy, enthusiasm
 - ★ BAN...Aggression - not shouting in anger, inconsistency, unfairness/lack of respect, passing of responsibility, dragging up the past, humiliation
 - ★ ACTION: Every member of staff to send two notes home each week in reward for doing over and above the expected level of effort, work or behaviour.
 - ★ ACTION Every member of staff to phone one parent to tell how well their child has been doing this week. We won't bury children in punishments....
 - ★ Good attention can breed good behaviour... fun can change behaviour for the better, we call it the...

...FUN THEORY

Five small sanction steps used by all staff consistently through the school

1. Reminder,
2. Caution (Blue card),
3. Last chance (Yellow card) – THE SCRIPT,
4. Time out (Red card),
5. Reconciliation/restorative/reflective Meeting



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The Script...

Hi **NAME** I have noticed you're having a problem getting started this morning, you know we are working on being ready to work. I need you to be ready to join in with work of the group. **NAME** This is the third time I have spoken to you. You need to spend five minutes at break time in thinking time today.

LATCH ON TO SOMETHING POSITIVE

EG **NAME** do you remember last week when I sent that note home to Mum, you helped me clear up the cupboard at break time, you did some outstanding class work. Your peer assessment was fantastic. **NAME** that is the level I need to see today. Thank you for listening to me

**** LEAVE IT ON A POSITIVE NOTE***

The Five Minute Meeting to Put Things Right

Five key questions in the restorative conversation process...putting things right

- 1 What has happened?
- 2 Who has been affected?
- 3 How have they been affected?
- 4 What needs to be done to make things right?
- 5 How can we do things differently in the future?

Restorative Questions to the PERPETRATOR

- * What happened?
- * What were you thinking of at the time?
- * What have you thought of since?
- * Who has been affected by what you have done? In what way?
- * What do you think you need to do to make things right?
- * To help those affected:

Restorative Questions to the VICTIM

- * What did you think when you realized what had happened?
- * What impact has this incident had on you and others?
- * What has been the hardest thing for you?
- * What do you think needs to happen to make things right?



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School Rules, Rewards & Consequences

Summary Information Sheet

The following code of conduct, school rules etc apply to all members of the school community working and learning at Aberbargoed Primary School. This includes all members of staff and all children. Members of staff will implement the School Code of Conduct and school rules, rewards and consequences fairly and consistently with due consideration for the age of the child and the context in which they are working.

School Code Of Conduct

- All members of the school community (children and adults) should respect the rights of others.
- All members of the school community should be hardworking.
- All members of the school community are expected to take responsibility for their own actions.
- All members of the school community should be self-disciplined.
- All members of the school community should show consideration for others.
- Bullying, in any form, will not be tolerated.

General School Rules

- Children are expected to follow the Code of Conduct, and school rules.
- Children are expected to be neatly presented in school uniform.
- Children must move around the calmly.
- Children should leave valuables at home. Monies should be handed in to the Office staff.
- The only jewellery allowed is a wrist watch, and stud earrings.
- Children should not carry medicines around the school. Medication should be handed into the school Office. The Headteacher, or the Headteacher's representative, will only give medication following completion of the Medication forms by parents. The school reserves the right to refuse to administer certain medications.
- Children should not bring the following items to school – glass bottles or containers, and other expensive items, sweets, chewing gum etc.
- Mobile phones brought in (KS2) should be switched off, placed in a lockable class cupboard at the start of the school day and not retrieved until the bell sounds at the end of the school day. They should remain inactive whilst on school property.
- Children should not leave the school premises. All children must remain within the school grounds during break times.
- Absence notes or telephone calls are required to explain **all** absences.



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School Rules For Promoting Good Learning

Rules

1. Always follow instructions.
2. Enter the school buildings and classroom calmly – ready for learning.
3. Speak to each other respectfully, politely – without shouting.
4. Keep your hands and feet to yourself.
5. Treat others properly – the way you would like to be treated yourself.
6. Always try your best to do your best.

Rewards

1. Praise
2. Stickers
3. Raffle Tickets
4. Inform the Headteacher/ Celebrate with another member of staff
5. Inform Parents
6. Star of the week
7. Certificates
8. Golden Time
9. Golden Phone Calls
10. Positive Notes Home

Attendance Awards

1. Certificates for excellent and very good attendance for a half term
2. Reward for 100% for a full term
3. Educational Visit for 100% attendance for three half terms - to be issued in March and July.
4. Class Teddy (FP) and Class Cup (KS2) for the highest attendance class - weekly
5. Gold, silver and bronze medals issued during end of year assemblies for 100%, 98%+, 95%+ attendance

Consequences

1. Reminder,
2. Caution (Blue card),
3. Last chance (Yellow card) – THE SCRIPT,
4. Time out (Red card 1=5 minutes thinking time, 2=10 minutes, 3 = all break time. Any red cards issued for physical contact result in all break time being missed),
5. Reconciliation/restorative/reflective Meeting

Where appropriate - removal from class to another safe and supervised place.

Where appropriate inform the Headteacher and/or inform parents

Please note: children missing playtime will be supervised and will either complete their class work, write lines for the five or ten minutes or stand/sit still on the yard.



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Severe Clause:

Inform the Headteacher immediately in the event of severe, unacceptable, intentional, inappropriate behaviour.

Examples of School Rules in Action and Possible Consequences

Please note these may vary depending on the age and stage of the development of the child and the context of the incident.

<i>Examples</i>	<i>Possible Consequences</i>
<i>Child not wearing school uniform without good reason or explanation</i>	<i>Warning, Letter home to parents. Not included on Educational visit if arrives without uniform for visit.</i>
<i>Name calling, verbal abuse</i>	<i>Warning and incident recorded</i>
<i>Verbal abuse of a racial, homophobic, or other extreme nature</i>	<i>Warning, Inform parents, possible exclusion – Incidents recorded and reported appropriately</i>
<i>Swearing</i>	<i>Warning, Inform parents, possible exclusion</i>
<i>Misbehaviour, Rudeness and other disruptive behaviour</i>	<i>Work through consequences, Inform Parents, Possible exclusion</i>
<i>Fighting</i>	<i>Inform parents, possible exclusion</i>
<i>Bullying</i>	<i>Incident recorded, inform parents, loss of break times, behaviour modified and monitored, possible exclusion</i>
<i>Vandalism/Graffiti</i>	<i>Incident recorded, Inform parents, Payment of repair/cleaning costs, possible exclusion</i>
<i>Theft</i>	<i>Inform parents, Repayment, possible exclusion.</i>
<i>Truancy</i>	<i>Phone call home, Advise Educational Welfare Officer</i>
<i>Poor Attendance (below 80% without good reason)</i>	

Other Resources And Policies Connected With Behaviour & Discipline

Colleagues may find it useful to refer to other publications including the following resources and policies, which are to be found at the School or in the Governors and Staff Handbook: -

- ✓ Behaviour Support Plan - Directorate of Education & Leisure;
- ✓ Behaviour Support Resource Pack - Directorate of Education & Leisure;
- ✓ Attendance, Truancy and Absence - Handbook;
- ✓ Physical Intervention - Handbook;
- ✓ Playground Duty - Handbook;
- ✓ Equal Opportunities - Handbook;
- ✓ House Merit System - Handbook;
- ✓ Pastoral Care - Handbook;
- ✓ Home School Agreement – Handbook



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Behaviour Management Strategies

Some class behaviour management strategies for your consideration

Do not assume the child knows what is expected specifically teach the skill required. Adult needs to model the activity, with commentary and dialogue. Give reminders and use visual prompts to reinforce instructions.

Prepare for any changes to routine in advance if possible. Ensure all staff are aware of class systems to maintain consistency. Use a whole class visual timetable.

Immediate reinforcement for compliance, eg: smile, praise, thumbs up, sticker.

Voice chart on classroom wall as a visual prompt to communicated expectations to pupils, eg, partner voice, group voice, quiet voice, [playground voice, etc

Give consideration to the class layout and seating arrangements. Ensure children who are easily distracted are not sat near each other. Also ensure there is not stimulation overload and only necessary equipment is available.

Use visual prompts to indicate independent activity eg: quiet table area – use a sand timer to build independent working. Initially, the expectation for a specific child to work independently (in some tasks, eg, written work) will be lower than some of their peers. Set children for certain tasks according to ability.

Where possible, when a child finishes his table top task before his group, s/he could be given an activity book. This will reduce the opportunity for wandering around the classroom.

To build up independent working, a colour 'que' could be used by the pupil to indicate when the class teachers attention is required, eg, green square = on task, amber square = explain again, red = don't understand. This will limit the need for 'wandering around the classroom' trying to gain the class teachers attention. Also, for less confident learners it gives them some control and the class teacher doesn't need to keep checking if the child is ok.

Introduce and explain an individual reward system. Targets should be SMART and the pupil should understand what s/he needs to do to achieve his targets. The reinforcer should be time limited using a visual aid (sand timer) to reduce negotiation. This should motivate the child to want to achieve his targets.

Whole class circle time, PSHE, assemblies can be used to reinforce certain themes, eg, 'kind hands', 'keep your hands, feet and unkind words to yourself' and explain what it looks like when children are 'friendly' appropriate touching in different environments, eg, hug mother, not strangers.

Some children may require a time out facility, however this will need to be closely monitored. A reciprocal agreement with another member of staff can be effective when tensions are high.



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This should be time limited and the child should be sent with a piece of work and the expectation that this will be completed.

Alternatively, some children need a quick exit route, where they can go to a safe place to prevent situations escalating. This should be agreed with the class teacher and the pupil.

Diary, for the pupil to express their feelings by writing them down if unable to verbally say what's concerning them. 'Stuffing' your frustrations and anger can lead to emotional outbursts, this gives the child a 'release valve.'

'Special jobs' can be used a diversionary tactic, or to raise self esteem and a positive status within the class. Many pupils respond positively to having some responsibility, eg, Eco monitor.

Give choices, the language of choice. 'I am asking you to put the car on my desk or in your bag, if you chose not to follow the instruction, you will chose (the consequence).....'

'I can do book' to record effort, eg, certificates, examples of work, photographs of achievements, witness statement of good choices (recorded by adults).

Reinforcement of effort through telephone calls home, show examples of work to head teacher (special sticker), praise assembly, certificates and postcards sent to home address.

1:1 mentoring meetings, once weekly for 10 minutes the pupil could be given the opportunity to 'check in' with a named person, to discuss concerns/celebrate effort.

Prevention of aggression - redirect, ask to do a job, highlight those exhibiting desired behaviour, offer a reward if child follows through with instructions, remind of consequences if instructions are not followed, etc. Keep calm, do not escalate situations by being confrontational or sarcastic.

In extreme cases of aggression ensure there is a warning system in place to alert another member of staff, e.g., inform a 'trusted' pupil (s) where there is a red card and the procedure to follow when necessary, if the children need to be removed from the class for their safety.

A whole class behaviour management system, based on a stepped approach would be an effective strategy, which would be implemented for all children. Also, whole school systems such as house points, merits, report systems, etc

Graduated response to managing challenging behaviour, leading to a 3 Way Behaviour agreement, child, parent school. Agreed targets for each when behaviour has become of concern to the degree of exclusions.

Another element of ensuring pupils are fully supported is to maintain open channels of communication between home and school. Each should be informed of the child's achievements, concerns and changes to routine. A home / school contact book could be used as a method of communication.



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Good to be Green

Pupils who remain green all week to be given a raffle ticket. The expectation is that pupils will remain green.

1. Reminder,
2. Caution (Blue card),
3. Last chance (Yellow card) – THE SCRIPT,
4. Time out (Red card),
5. Reconciliation/restorative/reflective Meeting

