



Behaviour and Discipline Policy

September 2025

Aims:

- To develop confident, resilient and ambitious learners who are well-prepared for each progressive step of their learning journey and their lives beyond education.
- To support children, in learning to take responsibility for their behaviour.
- To maintain an ethos of mutual respect.
- To support personal and social development.
- To help children avoid and resolve conflict appropriately.
- To achieve fairness and consistency across the school.
- To provide support for staff and visitors on how to handle behaviour.
- To maintain the school as a happy, safe and caring environment.

Sageston School Rules:

Our school rules can be summed up in three words:

1. **Ready**
2. **Respectful**
3. **Safe**

In practice this means that:

- Ready: we are ready to learn.
- Respectful: we listen to each other and treat each other and ourselves with respect.
- Safe: we choose appropriate behaviour at all times to make sure we are all physically and emotionally safe.

Being ready to learn means:

- Coming to school with a positive attitude
- Arriving on time
- Performing to the best of your ability
- Being calm and attentive

Taking personal responsibility for respectful behaviour means:

- Respecting the right of others to learn
- Respecting: their opinions, personality, privacy and property
- Following the Sageston Community Primary School uniform policy
- Moving around the school in a quiet and orderly manner, keeping to the left at all times in school corridors
- Seeking support/guidance from an appropriate adult when you feel it is needed
- Caring for the environment in and around school
- Behaving appropriately whilst in school uniform to uphold the school's reputation and status

Being safe means:

- Behaving in a way that does not risk your own safety
- Behaving in a way that does not risk the safety of other children
- Behaving in a way that does not risk the safety of school staff
- Behaving in a way that does not damage the school environment

All members of the school are all responsible for teaching, supporting and modelling these behaviours. We use a behaviour progression scale to try to support a consistent approach to incidents of poor or challenging behaviour.

What adults can do to support good behaviour:

- Keep expectations high, consistent and clear.
- Be positive – focus on and recognise good behaviour.
- Be models of good behaviour and communication.
- Deal with situations consistently but without wasting learning time.
- Focus on the behaviour, not the child.
- Challenge all inappropriate behaviour wherever it occurs and support other staff as necessary.
- Stay calm and promote a reflective dialogue.
- Listen to all points of view; don't make assumptions.
- Share ideas and strategies.
- Recognise our own vulnerabilities, impatience and be prepared to apologise.
- Remember that you are the adult and there is an inbuilt power imbalance.
- Keep classroom activities engaging.
- Give children an opportunity to apologise appropriately.

Children need to know that the significant adults in their lives value them for being themselves and not just for what they do. Showing unconditional regard is an important element in providing the emotional environment through which children can develop a positive self-image. Small things such as knowing the names of children throughout the school, greeting all children positively and taking an interest in hobbies and families can make a huge difference.

Active listening is about giving full attention to the speaker in a non- directive, non-judgemental way. It is also a way of giving thoughtful, undivided attention in a way that communicates genuineness, acceptance and empathy. 'Genuineness' conveys to the other party that you are being honest and that you are trustworthy. You have to feel what you say as well as mean it.

Useful Strategies for the Promotion of Good Behaviour

Staff should be aware of themselves

When dealing with disruptive incidents, consider the following:

- ◆ Your position in class
- ◆ Your proximity to disruptive children
- ◆ Your facial expression
- ◆ Your tone of voice
- ◆ Your posture
- ◆ Your choice of words
- ◆ The use of eye contact
- ◆ Your feelings – stay calm

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it? Do they diffuse the situation or ignite it?

Acknowledge feelings

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

Give them a choice

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

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour. The language used by all staff, also must be as consistent as possible. The phrases 'I need / we need / ___ needs you...' can help to diffuse a potentially difficult situation as the use of this less confrontational language creates more of a partnership. For pupils with low self-esteem, the addition of 'yet' to the end of self-critical sentences such as 'I can't do this!' creates a growth mind-set, instilling in pupils that everything is possible with some effort. Empathising with pupils when they are verbally stating their unease / anger, e.g. Pupil: 'I hate this...' Adult: 'I know / I understand that is how you are feeling' can de-escalate situations as this non-confrontational approach ensures that arguments cannot take place.

Model desired behaviour

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

Scan the classroom

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

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "I can see that you are cross because you are...., did something happen?" Always follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

Maintain frequent contact

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

Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

Catch them being good

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

Rewards and Consequences

Rewards

Our emphasis is on celebrating and reinforcing good behaviour skills, rather than reacting to the negative. We encourage all our pupils to practise good behaviour by maintaining high expectations of them. A range of positive strategies are used to actively encourage and reward both academic and non-academic achievements.

We recognise effort through use of rewards and the importance of consistency, continuity and progression in celebrating good behaviour. Some suggested 'rewards' for each year group are outlined below. These are subject to change dependent on Pupil Voice and staff evaluation of impact

Year group	Suggested Rewards
Nursery and Reception	<ul style="list-style-type: none">• Feedback to parents – verbal / copy of work / phone call• Positive feedback – non-verbal, verbal and written• Headteacher Awards• General reward stickers on individual cards• Seren yr Wythnos
Years 1 - 6	<ul style="list-style-type: none">• Specific praise language• behaviour recognition• Feedback to parents – verbal / copy of work / phone call• Visit other classes / teachers / headteacher• Positive feedback – non-verbal, verbal and written• Seren yr Wythnos• Class roles and responsibilities

Equal Opportunities – Inclusion

- Good behaviour and adherence to school rules is expected from everyone.
- Children with learning, emotional and/or behaviour needs are also expected to learn to regulate their behaviour and may be supported with this through a range of strategies, including IDPs, self-monitoring sheets, etc.
- Adults should not abuse their role/position when dealing with incidents, e.g. prolonged shouting, verbal put-downs, etc

Positive Handling & Physical Restraint

-See separate policy

All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children if they have received Team Teach training.

A number of Team Teach Trained members of staff will be identified to the school workforce so they can be called upon in extreme situations. This is to safeguard pupils and staff in such situations.

Any acts of restraint are to be logged on Edukey and in the "Bound and Numbered Book" outlining reason for the restraint and impact. Parents will be informed if any act of restraint has been used in the classroom.

Where restraint has had to be enforced, a Positive Handling Plan will be discussed and agreed with the parents. This will in turn be planned and discussed with Team Teach Teams so that they are fully aware of triggers and strategies to intervene with

Monitoring

In consultation with the Headteacher, Senior Leadership Team, staff and families, the Governing Body of Sageston Community Primary School will review and amend this policy where necessary. The school will ensure that it is communicated to pupils and families, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

What do we do when things go wrong?

- Pupils need to be reminded and given every opportunity to turn the behaviour around and make positive choices before a sanction.
- If any pupil refuses to follow the behaviour policy procedures, then a senior person in the building will deal with that refusal. That then becomes the main issue.

- You will need to tailor your response to incidents on what you know about the child. This is subtle stuff that comes with experience, but the basic responses hold.
- Remember that children need a way back from misbehaviour. Direct confrontation works with very few children. There needs to be an opportunity to reflect, repair and forgive.
- Homophobic and/or racist behaviour is immediately reported to the Headteacher or Assistant Head and this is to be formally recorded and submitted to the LA.
- We believe in a restorative approach to behaviour management. Children and staff will engage in a restorative conversation in order to repair harm caused.

Inappropriate pupil behaviour is categorised into three stages:

Stage 1

These misdemeanours are considered minor and are dealt with swiftly and effectively by any member of school staff. They include low level disruption in class, not completing tasks on time, not sharing fairly, being unkind to others with words etc.

These behaviours are discussed with the child and sanctions may include: missing part of a playtime to reflect on their behaviour, complete work not finished in class or to rectify the problem caused in their own time or as a means of restorative justice. Pupils are also expected to apologise to whoever they may have upset to bring closure to the incident.

Parents/carers are not normally informed of Stage 1 incidents unless these behaviours are sustained (see stage 2)

Stage 2

These behaviours are considered more serious in nature and are formally recorded on Edukey. Restorative Practices (see appendix 1) are carried out to try and make the perpetrator understand the impact of their actions and every attempt is made to establish a way forward and a positive outcome. In all cases the perpetrator is expected to make every reasonable effort to repair the harm and apologise to the harmed. This stage will usually be dealt with by the child's class teacher.

Parents/carers will be informed of any Stage 2 incidents by the class teacher so that they can support the work of the school at home. Sanctions may include loss of privileges, paying for damaged property, writing apology letters (if deemed appropriate), and loss of whole playtimes or longer, or periods working in another classroom.

Examples of Stage 2 incidents may include:

- Sustained disruptive behaviours in class or to other pupils' learning
- Refusal to complete any work set
- Refusal to follow instructions
- Refusal to enter classroom
- Using inappropriate language
- Minor physical assault towards another pupil(s)
- Any form of bullying
- Damage to school property

Stage 2 incidents are logged on Edukey by the adult involved in the incident and reported to the class teacher and Headteacher.

Stage 3

These incidents are the most serious in nature and are formally recorded on Edukey as well as brought immediately to the attention of the Headteacher or Assistant Headteacher. Parents /carers will be informed so that they can fully understand the nature of the incident and the impact it has had on others. All sanctions will be discussed with the parents/carers.

Any mitigating circumstances leading up to Stage 3 incidents should be thoroughly investigated, therefore it is extremely important that these incidents are carefully recorded and reported in a timely manner through the ABC system of reporting.

Examples of stage 3 incidents include:

- Extreme verbal abuse to other children and/or staff
- Serious physical assault: biting, kicking, punching, other children and/or members of staff
- Leaving the school premises without permission
- Extreme use of inappropriate language
- Serious cases of bullying and harassment to children and/or staff
- Extreme defiance
- Any form of dangerous behaviour
- Any form of abusive behaviour, such as: racist, homophobic, religious etc
- Carrying an offensive weapon or illegal drugs
- Sexual misconduct
- Persistently aggressive, rude or disruptive behaviour

Stage 3 incidents are taken very seriously and a possible outcome is fixed term exclusion or a significant withdrawal of privileges in line with the school's exclusion policy.

Stage 3 incidents are dealt with in the same way as other incidents following restorative practice (see appendix 1) and the same attempt made to repair the harm. The sanctions, however, are more serious as such behaviours cannot be tolerated.

Behaviour Plans

As a tool to managing behaviour, a behaviour plan may be established. The contract will include targets, rewards and sanctions relevant to that child and their behaviour. In these situations, the school will work closely with the Pembrokeshire Behaviour Support Service to support this type of plan and daily correspondence will be established between home and school.

Fixed-term and Permanent Exclusions

Only the 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 fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, they inform the parents/carers immediately, giving the reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers 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 must inform the Local Authority and the governing body about any fixed term or permanent exclusions.

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

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 Headteacher must comply with this ruling.

Consequences

Behaviours	Consequences		
A child displaying out of character behaviours	A private quiet chat/discussion to ascertain if there are any reasons for the unexpected behaviours – discuss ways forward, e.g. How can we help you with this?		
Stage 1 Low Level Behaviours	Individual	Group	Restorative Practice
<ul style="list-style-type: none"> Talking (over a peer/adult) at inappropriate times. Distracted/not on task/fiddling with resources. Disturbing other children. Not following instructions/rules. Avoidance, e.g. mislaying resources/home learning. Not following school rules First Instance of 'not telling the truth'. Hiding equipment/property which causes upset. Inappropriate use of equipment, e.g. throwing books into a box / leaving equipment on floor. 	<ol style="list-style-type: none"> Non-verbal gesture e.g. look/pause in sentence Verbal e.g. positive reminder Verbal e.g. reminder of behaviour (Private where possible) 	<ol style="list-style-type: none"> Stop signal Verbal e.g. positive reminder Verbal e.g. reminder of behaviour (Private where possible) 	

Behaviours	Action
Stage 2 Medium Level Behaviours	
<ul style="list-style-type: none"> Persistent shouting out Rough play Persistent disturbance of learning Refusals (managed at class level) Inappropriate interactions eg answering back Inappropriate language Persistent low level behaviours First instances of spitting/pushing/kicking etc Persistently not telling the truth Taking items without consent Persistently damaging property Swearing 	<ul style="list-style-type: none"> Emotion Coaching technique (Appendix 1 and 3) Staff member to record all incidents on ABC behaviour log (Appendix 2) and upload to Edukey Class teacher to inform parents of incidents and level of behaviour. Class teacher to inform Headteacher Implement behaviour strategies i.e. behaviour chart/now and next etc., in consultation with the ALNCo. <p>Consequences:</p> <ul style="list-style-type: none"> In consultation with the pupil, decide on a consequence and class teacher to implement the consequence as soon as possible eg. lose play time to stay in class with the teacher. If after the consequence the behaviour continues, refer pupil to Assistant Head teacher/Headteacher.

Behaviours	Actions
Stage 3 High Level Behaviours	
<ul style="list-style-type: none"> ● Persistent Medium Level Behaviours ● Verbal confrontation which impacts negatively on others ● Intentional 'rough play' which could lead to fighting ● Fighting/aggressive behaviour ● Significant disturbance of learning – whole lessons, environment disrupted, monopolising teacher time and attention ● Refusals – Managed at SLT ● First instance of discriminatory behaviour ● Bullying behaviour – see Anti-Bullying Policy ● Telling untruths for own gain / transfer blame ● Significant damage of property 	<ul style="list-style-type: none"> ● Emotion Coaching technique (Appendix 1 and 3) ● Staff member to communicate ABC behaviour records to Head Teacher at time of referral. (Appendix 2) ● HT to inform parents of incidents, level of behaviour and next steps. ● Head Teacher to have access to all ABC behaviour records for parental meeting.
	<p>Consequences:</p> <ul style="list-style-type: none"> ▪ Referral to Headteacher with behaviour log. ▪ Head teacher to decide consequence in consultation with the pupil. ▪ Head teacher to meet with parents.

Appendix 1

Restorative Justice Script

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

Appendix 2

ABC INCIDENT REPORT

Child's Name:		Class:	
	Antecedents	Behaviour	Consequence
	Who was involved? Who was the child working with? What are the adults doing? What is the task type? What resources were / were not available?	What behaviours does the child display that cause concern?	What happened as a result of the behaviour? What did you do/ say? What did the child do /say? How might the child be feeling? What do you think the child might be getting out of behaving in this way?
Date:			
Time:			
Observer:			
Date:			
Time:			
Observer:			
Date:			
Time:			
Observer:			

Appendix 3

Emotion Coaching Script

Step 1: Recognising your own and other person's feelings and empathising with them.

What are the feelings you might experience in this situation?

What are the feelings for the other person?

Step 2: Labelling the feelings and validating them.

Labelling:

- Use words to reflect back the person's emotions

Validating with Empathy:

- Empathise with the emotion by paying attention to what you are feeling and trying to see things from the perspective of the other person
- Look for physical as well as verbal signs of the emotion being felt
- Affirm
- Allow time to calm down. Watch for physical signs of calming

Possible sentence starters

- I wonder if you feel.....
- It seems that you are.....
- That sounds as though it was
- That must have been scary.....
- I wonder if you are feeling nervous....

- I'm sorry that happened to you, that must feel
- How hurtful, for you
- That sounds (or feels) like it is a big feeling.
- I would feel ... if that happened to me.
- It's normal to feel about
- It's OK to feel angry about when ... happens to you
- No wonder you were....., I imagine you were looking forward to...
- I can see you feelwhen that happens/when I do(say).....

Step 3: Limit setting (if needed).

Give guidance and positively explain boundaries by outlining what is acceptable behaviour.

Limit Setting:

- I understand that you might have not felt listened to, we need to stay safe in the classroom, we use kind hands.
- Remember we try to use words to tell people when something is not right for us
- When you told Amber to go away, it made it difficult for everyone to keep playing, everyone likes to play in a group.
- In school, we have guidelines to follow that keep us all safe.
- When it is raining we need to wear our jackets to play outside

Step 4: Problem Solving with the child or young person.

Helping the c/yp to consider alternative courses of action when experiencing emotional moments. This will vary and be dependent upon the context. A possibility would be to think about problem solving as having three parts: Exploring, sharing ideas, agreeing solutions.

A. Exploring

- You might talk with the C/YP's about the feelings and needs that gave rise to the problem/behaviour/situation – be specific.
- C&YP might need help to think about what they were trying to achieve with their behaviour, what did they want to stop or start?

"What were you wanting to happen?"

"How were you feeling when that happened?" or "What did it make you feel like?"

"Have you felt that way before?"

B. Sharing Ideas

- Identify alternative, more appropriate and more productive ways of expressing and/or managing feelings and behaviour/actions, through scaffolding
- Empower the C&YP to recognise feelings, behaviour and take ownership/responsibility of actions and finding ways to self-regulate in the future.

"Let's think of what you could have done instead"

"Can you think of a different way to deal with your feelings at this time?"

"What about if you....."

"Let's put some ideas on paper of what you could do if you felt in the future"

C. Agreeing Solutions

"Let's look at the list and see what we think together?"

"What ideas and suggestions do you like?"

"You could or, which one sounds good to you?"

"What ideas don't you like?"

"Let's decide what you will do next time you feel like this"

"How do you think doing..... would be more helpful for you and others?"

"What will help you to remember to do this?"

"How can you practice to ?"