POSITIVE BEHAVIOUR AND DISCIPLINE POLICY

Saundersfoot Community Primary School



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Date	17.09.2025
Signed by Chair of Governors	
Signed by Headteacher	N Allen

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1. Introduction

SAUNDERSFOOT CP SCHOOL sees each person as an individual, capable of making the right choices to develop intellectually, physically and emotionally whilst at our school. Our Positive Behaviour policy is designed to enable all to feel safe, to learn in a positive environment and to go forward from our school into the wider community with self-worth and an awareness of the importance and dignity that each and every person deserves. Our positive behaviour and discipline policy is therefore centred around three key words: **READY, RESPECTFUL, and SAFE**. And

these values underpin all our behaviour expectations and follow Pembrokeshire's agreed process as outlined in ***Pembrokeshire's Positive Behaviour Management (primary)*** document.

The vision of the school regarding behaviour is "An **inclusive** school, which **inspires** staff and pupils to **improve** and excel within a caring environment".

By simplifying the importance of these values and striving for consistency from staff, a culture change can quickly take effect.

Consistency will be striven for in the following areas:

- Language and responses from teachers
- Follow up from staff and SLT
- Positive reinforcement
- Consequences
- Simple rules and expectations
- Respect from adults
- Emotional control from adults
- Behaviour routines and rituals
- Environment

In order to allow each pupil in SAUNDERSFOOT CP SCHOOL to reach their full potential, we believe that appropriate behaviour should be displayed and modelled by all the adults around them. This is supported by encouraging pupils to be **ready** to learn, **respect** themselves and others and to be **safe**.

2. Teaching and Learning

Strategies to promote positive behaviour

SAUNDERSFOOT CP SCHOOL is a school where pupils come to learn. When pupils' behaviour and attitude are good, and they are engaged in their learning experiences, this will contribute to a positive outcome.

In order to enable the best teaching and learning to take place, desired behaviour in all aspects of school life is essential. The staff at SAUNDERSFOOT CP SCHOOL seek to promote an inclusive learning environment by the use of a range of strategies, including but not limited to:

✓ Giving all pupils the optimum chance to achieve

- ✓ Rewarding pupils when appropriate
- ✓ Promoting high self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ✓ Promoting a culture of praise and encouragement in which all pupils can achieve
- ✓ Allowing pupils the responsibility for their own behaviour
- ✓ Being aware that all pupils are individuals
- ✓ Offering strategies* to minimise inappropriate behaviour
- ✓ Being consistent across whole school, enabling staff and pupils to maintain clear understanding of expectations while having due regard for any additional learning needs they may have
- ✓ Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in partnership with the school;

*These will be tailored to the particular needs of the pupil and, where appropriate, be in line with any IDP/IBP or behaviour plan in place for the pupil

In order for this policy to be effective, it is very important that every member of the school community knows and understands it, and is aware of their part in its successful implementation.

2.1Teaching Environment

Within each teaching environment there are expectations which all pupils need to adhere to. When pupils live up to these, it enables the teacher to teach, pupils to concentrate and for all to enjoy the learning experience.

2.2 Staff Responsibilities

Staff are also expected to adhere to the values of **READY**, **RESPECT** and **SAFE1** and encourage a positive learning environment. It is the responsibility of staff to manage their curriculum area and the behaviour of all pupils. Teaching staff will ensure that all pupils are able to access the curriculum and MUST ensure that all reasonable

[1] See Pembrokeshire's Positive Behaviour Management (primary) document for further details

efforts are made to put appropriate strategies in place to enable this.2 The Pembrokeshire Behaviour Approach3 systems should be evident throughout the classroom and school. When these values are practised, learning improves.

3. WE CARE, WE'RE READY, WE'RE SAFE in the classroom

The school has established expectations for the promotion of positive behaviour (See 2 above). These are reviewed regularly and form the basis of classroom expectations.

These expectations are communicated to pupils and parents, are non-discriminatory and clear and are based on the principles that everyone at SAUNDERSFOOT CP SCHOOL is expected to be READY to learn, RESPECT each other and to keep themselves and others SAFE. Governors will support the school in maintaining high standards of desired behaviour of pupils and staff.

In short here in Saundersfoot CP School - We Care, We're Ready, We're Safe.

The following expectations are also regarded as good practice, and are proven to positively influence behaviour within the classroom[3]. The school will embed these strategies in every classroom and with every member of staff so that pupils would have the same expectation in every lesson and be unable to exploit or explore inconsistencies.

- Meet and greet
- Routine for punctuality
- A routine for addressing negative behaviour
- A routine for recognising positive behaviour
- RIP and PIP (reprimand in private, praise in public)
- Reduce the power play
- Consistency of consequences
- Consistent language/Script
- Positive framing – know your pupils- building relationships

[2] In accordance with SEN Code of Practice 2002 (1.5) to be replaced with ALNTW Bill 2018 (section 52)

[3] See Pembrokeshire's Approach for Behaviour Management (primary) document and Appendix A for scripts

- Consistency on the walls (school displays reflect consistent behaviour strategy)

4. WE CARE, WE'RE READY, WE'RE SAFE in the school environment and beyond the gate

The guidelines for break and lunch times are as follows:

- ✓ When you play, you must respect the right of other pupils to enjoy their leisure time safely
- ✓ Littering in and around the school site is not permitted and pupils who drop litter will face consequences
- ✓ Inappropriate language and behaviour on school premises will result in consequences
- ✓ Pupils are representing the school when they are travelling to or from school or taking part in a school event off site, such as a sporting fixture, a visit or a school journey. In such circumstances, all our usual expectations regarding respect for yourselves, for other people and for the environment apply.

5. Managing Behaviour

The Head teacher and the deputy are responsible for the implementation and day-to-day management of the policy and procedures.

All staff, including teachers, associate staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in creating a high-quality learning environment, teaching positive behaviour for learning and implementing the policy and procedures consistently.

The Governing Body, Head teacher and staff MUST ensure that pupils do not experience direct or indirect discrimination4 through the implementation of this policy and procedure and MUST have due regard for any reasonable adjustments

[4] Equalities Act 2010

that may be required5. They will ensure that all concerns of pupils are listened to, and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership to assist in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the implementation of the policy.

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations, including by use of a child friendly and suitably adapted ALN format of the policy (SCHOOL TO DEVELOP THEIR OWN VERSION OF THESE DOCUMENTS). Pupils will also be encouraged to take responsibility for the school environment making it both safe and enjoyable by reporting all undesirable behaviour.

6. Rewarding Positive Behaviour

SAUNDERSFOOT CP SCHOOL believes being **Ready** to learn, **Respect** and **Safe** should be an expectation for all.

Our school uses a variety of systems to recognise positive behaviour such as restorative practice, mindfulness and recognising or naming the child emotions and encouraging them to make the right next choice.

'Over and Above behaviour' is recognised with Saundersfoot REWARD SYSTEM, praising the behaviours we wish to see through our weekly assemblies. This sincere recognition is therefore communicated to the home and is an acknowledgement of outstanding contribution to school life.

7. Discipline - Managing Consequences

7.1 Behaviour Management

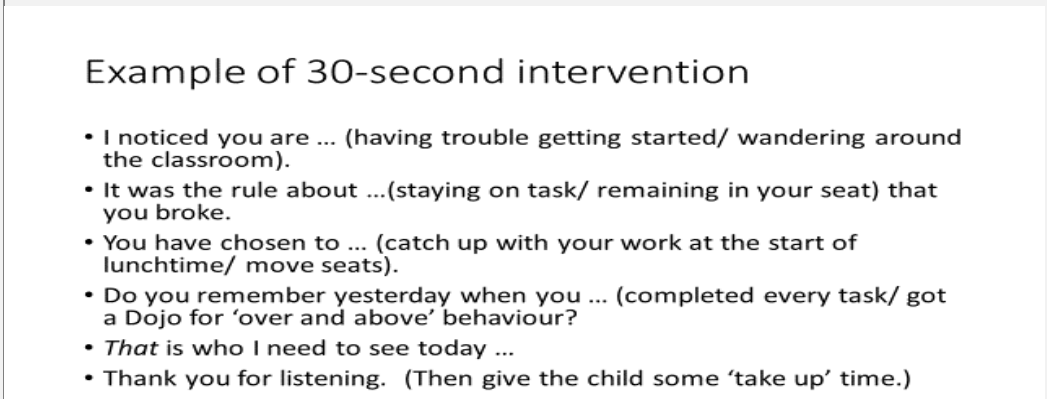
[5] SEN Code of Practice 2002 to be replaced by ALNTW Bill 2018- Reasonable adjustments see end of main document for legal definition

If a pupil is judged to be not **Ready** to learn, not Respectful or not acting **safely** whilst representing or being in school then the school consequence system is employed.

7.2 Consequences and Sanctions

When a pupil exhibits certain behaviours a range of consequences will result. These behaviours may include (Example and can be changed to school system):

STEPS	ACTIONS
STEP 1: REMINDER	A reminder of the expectations - Ready, Respectful, Safe - delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Ensure the pupil not only knows what they have done wrong but also what behaviour you expect of them. If the pupil has ALN, ensure that your approach reflects that outlined in their IBP or behaviour plan.
STEP 2: CAUTION	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Ensure the consequences are reasonable and proportionate to the behaviour and are suitable for the needs and understanding of the pupil especially for those with ALN.
STEP 3: LAST CHANCE	Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour to reinforce expectations. Remain calm and keep your body language neutral (*avoid finger wagging or demanding the pupil looks you in the eye – almost impossible for an anxious child or one with ASD*) Use 30-second intervention – see e.g. of script below.



STEP 4: MOVING TO ALTERNATIVE LOCATION WITHIN THE CLASS

At this point the learner will be referred internally, with work, to another space in the class for limited time in the lesson. A short restorative conversation **should** take place as soon as possible afterwards. This should be a positive conversation where you listen to the pupil and you talk about future expectations rather than another opportunity to tell them off.

If the incident finishes here, the teacher must log the incident and a playtime or lunch time sanction should be imposed.

SLT are expected to intervene if there are two or more internal referrals from the same class or group in a 5 day rolling period.

STEP 5: INTERNAL REFERRAL

This may be a different teacher's classroom or a different section of the main classroom (the use of a desk in the main corridor is not advised).

This only applies if either:

a. The pupil refuses to engage with Step 4 or
b. A serious breach is committed by a pupil that may result in a loss of lunch time/internal exclusion or fixed-term exclusion.

The member of staff on duty must be called to collect the pupil or an LSA may escort the pupil; they should not be sent to the designated member of staff unaccompanied. The teacher should provide work which continues the pupil's learning rather than punitive work such that the missed work from the lesson needs copying up later. However, this work could include activities that address the behaviour or reactions of the pupil to the situation that led up to the incident. A pupil should only remain in the alternative room for as short a period as possible to calm the situation or address the behaviour.

The teacher must log the incident.

	A reconciliation meeting **should** take place before the next session. If the learner does not attend or does not engage with the reconciliation a SLT sanction will be issued, assuming the procedure has been followed.

7.3 Attendance

Pupil attendance is extremely important in SAUNDERSFOOT CP SCHOOL.

SAUNDERSFOOT CP SCHOOL operates an early home contact policy for any absent pupil. If a pupil has not come to school parents/carers are informed immediately and sanctions are put in place on their return. For safeguarding reasons, pupils at SAUNDERSFOOT CP SCHOOL are not allowed to leave site in the school day without prior consent from their parent/carer. Should a pupil leave school without consent then the school's emergency procedures6 will be followed.

7.4 Offensive Weapons

Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person or intended by the person having it with him/her for such use.' This includes 'any article which has a blade or point or is sharply pointed.' We define this further by making it clear that all pocket knives are included in this definition for the purposes of maintaining school discipline and the safety of the whole community.

Pupils who have an offensive weapon will have it removed from them. It will not be returned to the pupil. The parent/carer will be informed and may request permission to pick the article up from the school. A decision about whether this will be granted will be made in liaison with the police.

The pupil may be excluded either for a fixed term or permanently as a result of this act. This decision will be taken when full information is known. A referral to the Youth Offending Service MUST be made.

All of the above also applies to fireworks and other explosive material.

[6] See Child Missing From School policy

7.5 Sharing of offensive material

This is as unacceptable and inappropriate. Pupil will be isolated until relevant outside agencies have been contacted and advice taken. Where appropriate consequences are imposed.

7.6 Drugs, alcohol and illicit substances

If staff or pupils report a suspicion of any person involved with drugs or alcohol then the person/s will be interviewed, possibly searched and parents contacted. This situation raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances the pupil will receive appropriate consequences. In some circumstances a search may take place without consent, provided it is carried out within the boundaries set by the Department of Education (www.gov.uk/school-discipline-exclusions/searches).

Any item found will be confiscated. Drugs (and any paraphernalia) will be removed from the school site by the police; alcohol will be destroyed.

Any incident relating to illegal substances will be reported to the linked police officer to the school or via phone contact to 101 or 999 depending upon the seriousness of the incident. In addition to this, appropriate consequences will be considered by the school. The pupil may be excluded for a fixed term with appropriate support provided. If offences continue, either a longer fixed term or permanent exclusion, as a result of the investigation and the seriousness of the incident, may be issued. The school will also refer pupils to external support agencies. If a pupil is found with tobacco or e-cigarettes, parents will be informed and appropriate sanctions will be issued.

7.7 Use of Mobile phone

The use of smart watches by pupils is prohibited during the school day. This approach has been adopted in view of the increasing misuse of such items during assessments and examinations and the escalating risk of theft. If seen, they will be confiscated by a member of staff and only returned in line with the school mobile phone policy.

7.9 Incidence of Racism or Discriminatory Behaviour and Language including Bullying

Following an incident the matter will be investigated by a member of SLT. An informal procedure will be used to address the behaviour where the investigation shows that the racism, discrimination or slur may have been unintentional, and that the perpetrator may not have been aware of the fact that his or her behaviour was offensive or unacceptable. If it is deemed to be a deliberate act of discrimination, then the school's sanction and restorative practice process should be used. If it is further deemed that the behaviour was deliberately based on any of the protected characteristics7 then an uplift to the severity of the sanctions should be considered.

All incidents will be reported and logged according to LA policy8.

8. Procedure for Lunchtime Detentions

Incidents of behaviour deemed to be at Step 5 and resulting in detention/loss of playtime, and **which are to be supervised by a member of staff other than the usual classroom teacher**, should follow the appropriate procedure; SCHOOL TO ADJUST OR AMEND TO SUIT THEIR OWN SYSTEM – SUGGESTED PROCESS BELOW

Removing a pupil from class

A pupil may continue to show unacceptable behaviour in the classroom despite a number of strategies being used. At this point it is necessary to call for a more senior member of staff.

[7] As defined under the Equalities Act 2010

[8] Challenging Bullying-Rights, Respect and Equality

There will be occasions when a pupil will need to be removed from their usual classroom to an appropriate alternative, identified location by a member of the SLT to help him/her put a stop to the undesirable behaviour. This removal may be for a short period to just cool off and then they are returned to their classroom and is not used as a punishment. If the pupil is removed and placed somewhere else for a longer period with the intention of it being a punishment, this is an internal exclusion (see below).

8.1 Internal exclusions

When a pupil's behaviour has escalated to a point where it is deemed unacceptable a member of the Senior Leadership Team will be contacted and make the decision regarding the outcome for the pupil. If the pupil is placed into internal exclusion, the member of staff dealing with this completes the paperwork. While removal from the classroom can be a valuable tool to de-escalate a situation and afford a pupil time to cool-off, the decision to utilise it as a punishment MUST NOT be taken lightly and due regard for any other action or reasonable adjustment MUST be considered for pupils with ALN9 and the possible impact of such exclusions on LAC[11] pupils should also be considered. The decision on the duration of their stay in internal exclusion and a route forward rests with the Head Teacher.

Individual behaviour strategies should be identified and put in place for the pupils (IDP/BSP/IBP) and then employed on the pupils return to mainstream classroom. In the case of pupils with IDPs/IBPs or behaviour plans, these should be reviewed if appropriate. The number and frequency of referrals of pupils to internal exclusion should be monitored carefully to identified trends early and consider the efficacy of the sanction for individual pupils who may then be referred to the LA Behaviour Service for early intervention. It is good practice for this information to be regularly reported to Governors.

While a pupil is in Internal Exclusion suitable learning activities are provided for them from their lessons, where appropriate. If work is not available relevant work is provided which contributes to the learner making progress.

[9] See SEN Code of Practice 2002 and ALNTW Bill 2018

9. Fixed Term Exclusions

The use of exclusion from school, whether it be for a fixed term or permanently, is always the last resort. 'Exclusions should not be used if alternative solutions are available e.g PSPs, RP, Internal Exclusion'10 and 'Individual exclusions should be for the shortest time necessary.' Periods of exclusion should never be 'rounded up' to the next break in the school week, ie a Friday or an INSET day. Only the Head teacher can exclude a pupil. In their absence the Deputy Head or in their absence the most senior teacher may exercise the power but the parent/carer needs to be informed in the letter sent home that this was in the absence of the Head teacher. The Head Teacher cannot routinely, or on an ad hoc basis, delegate the power to another teacher.

The decision to exclude a pupil is not taken lightly and a thorough investigation into the events that led to this poor behaviour need to be looked at closely. When the Head teacher feels that there is no other appropriate sanction for the behaviour displayed they will exclude. However, the Head Teacher should satisfy themself that reasonable alternatives to exclusion have been investigated, especially for those pupils with ALN or LAC. In the case of pupils with ALN the Head Teacher MUST have due regard for the pupil's ALN and MUST11 also have considered a range of alternative consequences to address the behaviour. The Head Teacher MUST come to the conclusion that it is reasonable and proportionate to exclude the pupil on this occasion. It is good practice for the Head Teacher to record all of these alternatives that have been considered and the reasons that they deem them to not be sufficient given the nature of the incident and so why Exclusion is the only appropriate sanction left for them. Parents/Carers are contacted by school and informed of the decision and an explanation is given to why this action is deemed necessary. We at SAUNDERSFOOT CP SCHOOL follow this good practice.

It is good practice for a meeting to be arranged with the Parent/Carer on the pupil's return to school, this is to address the behaviour displayed and also agree strategies that could be used in future to minimise their unacceptable behaviour. The pupil's IDP/IBP or behaviour plan is updated and reviewed if appropriate, or a new Behaviour Plan to aid the successful re-integration of the pupil back into school is considered. Following an exclusion, pupils return to school and will have a debriefing meeting with the Head Teacher or another suitable member of the SLT, during which the pupil is able to reflect on their behaviour and any additional strategies that have been agreed to help address the pupil's future behaviour are

[10] Exclusions from Schools and PRU 255/2019 section 1.5.1 and 1.7

[11] SEN Code of Practice 2002 to be replaced with ALNTW Bill 2018

reinforced. This is a time for positivity and ways forward and to ensure the pupil is aware of the school's future expectations.

The governors of the school MUST be informed of all fixed term exclusions.

The Behaviour Support Teachers should be involved at an early stage to help support the pupil and the school with strategies and training to prevent exclusions from being issued.

10. Permanent Exclusion

A permanent exclusion is the most severe consequence within the school system. This is only considered when all other avenues have been exhausted12. The decision to permanently exclude can only be made by the Head teacher. The Head teacher raises this with the relevant Governor's committee and the LEA within 1 working day. As for fixed term exclusions, Head Teachers MUST have due regard to explore all other sanctions including all reasonable adjustments to current policy and practice and have come to the conclusion that a permanent term exclusion is a reasonable and proportionate response to the pupil's actions even given their ALN.

Signatures Headteacher: .....*N Allen* .....

Chair of Governors: .....

Responsible Senior Member of staff: .....

Pupil Representative: .....

[12] Exclusions from schools and pupil referral units 255/2019

Definition of Reasonable Adjustments

Equalities Act 2010 section 4.13

"Reasonable adjustments and when they have to be made -The duty to make **reasonable adjustments** applies only to disabled people. For schools the duty is summarised as follows:

· Where something a school does places a disabled* pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.

· Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. Schools are not subject to the requirement of reasonable adjustment duty concerned with make alterations to physical features because this is already considered as part of their planning duties. "

**For the purposes of this policy, any pupil with a recognised ALN is deemed to have a disability whether they have an additional defined 'disability' or not, and so will be afforded reasonable adjustments*

Appendix A – Examples of posters to summarise strategies for staff to use (add school logo to each poster):

Five Pillars for managing behaviour –non negotiable

1. Consistent, calm, adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

Absolute Consistencies in Adult Behaviour

There are 5 consistencies that all staff will uphold in all interventions:

1. Model positive behaviours
2. Meet and greet at the door. 'Ready, Respectful, Safe' displayed and taught.
3. We will not shout at learners. Praise publicly and reprimand privately.
4. Disruptive learners will be calmly and slowly stepped through sanction steps giving 'take up time', every time.
5. We will personally follow up every time and engage in reflective dialogue with learners.

Rules

We have three school rules that we constantly reinforce

- We care
- We're ready
- We're Safe

Restorative Questions

(Reflective Dialogue)

1. What's happened?
2. What was each person thinking?
3. Who feels harmed and why?
4. What has each person thought since?
5. What behaviours will each person show next time?
6. Reaffirm your commitment to building a trusting relationship

30 Second Intervention *(suggested script)*

Non-threatening, on their level and by their side

I've noticed….

It is the rule…

I need you to…

You have chosen…

Do you remember…

That is the behaviour I need to see today…

Thank you for…

Appendix B

Quick Tips on Writing Incident Reports

- Try to avoid writing reports when still agitated or annoyed by the incident.
- Write it in a neutral tone as soon as practically possible after the event.
- Follow the school's policy on reporting and use the appropriate forms.
- Stick to the facts - who, what, where, when.
- Avoid judgemental and inflammatory terms such as 'offender' and 'victim'.
- Describe the behaviour clearly and unambiguously – the phrases 'kicked-off' and 'lost it' should be avoided.
- If you didn't see it happen, don't speculate.

Remember – in rare cases, incident reports can be used in an Educational Tribunal or other court of law and so it is important that your reports are factual, fair and unbiased.