Ysgol Tanyfron



**Whole School Behaviour Policy**

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| Signed By Chair of Governors: |  |
| Signed By Headteacher: |  |
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**Behaviour for excellent teaching and learning**

**1. Policy statement**

Ysgol Tanyfron is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

**2. Aim of the policy**

* To create a culture of excellent behaviour.
* To promote good relationships and ensure that all pupils are treated fairly and shown respect.
* To refuse to give pupils attention and importance for poor conduct.
* To help pupils take control of their behaviour and be responsible for the consequences of it.
* To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
* To promote community cohesion through improved relationships.
* To ensure that excellent behaviour is a minimum expectation for all.

**3. Purpose of the policy**

* To provide simple, practical procedures for staff and pupils that:
* Recognise behavioural norms
* Positively reinforce behavioural norms
* Promote self-esteem and self-discipline
* Teach appropriate behaviour through positive interventions

**Outstanding behaviour policies…..**

* Are simple, clear and coherent *#LessIsMore*
* Create problem solvers not process robots
* Encourage professional judgement
* Define technical building blocks of Behaviour Management
* Make praise easy
* Make emotional acceleration difficult
* Address adult behaviour directly
* Enshrine consistency
* Allow positive professional relationships to flourish

**Three is the magic number**

**How will staff behave?**

1. Calmly.

2. Consistently.

3. Positively.

**3 Rules**

1. Safe - *Looking after ourselves, each other and the community in a secure and happy environment.*

2. Respectful - *valuing self, others and the community.*

3. Responsible - *Supporting each other in making good choices.*

**Pivotal consistencies**

1. Give first attention to best conduct – celebrate successes.

2. Relentless Routines - Be calm and give ‘take up time’.

3. Follow up every time.

**All staff**

1. Will meet and greet pupils.

2. Will give first attention to best conduct.

3. Will refer to ‘Safe, Respectful, Responsible’.

**Middle leaders (PIVOTAL trained instructors)**

1. Will meet and greet and be visible around school to encourage appropriate conduct.

2. Support staff in returning pupils to learning by supporting staff in restorative conversations where necessary.

3. Will regularly celebrate pupil and staff successes.

**Senior leaders**

1. Will regularly share good practice and celebrate successes.

2. Will support staff in managing pupils with more complex or entrenched negative behaviours.

3. Will regularly review provision for pupils who fall beyond the range of written policies.

**Recognising conduct that is ‘over and above’**

1. Writing ‘names on the board’ in class giving first attention to best conduct.

2. For 3 names on the board, children will have their name written on a tree tag to place on the celebration tree. Their success will be recognised in the Celebration Service on a Friday.

3. For 5 names on the board, children will sit with the teacher whilst they make a celebratory phone call home to a parent/carer.

**Structure for every classroom/teaching space**

1. Meet and greet every child personally.

2. Relentless routines.

3. Give first attention to best conduct.

**Support beyond the classroom**

1. Sharing good practice and good news.

2. Training and support for all staff in managing behaviour.

3. Support with restorative conversations.

**Alternatives to exclusion**

1. Time out - a chance to reflect away from others.

2. Internal Referral - referred internally to another space for the remainder of the lesson/day.

3. Reparation – a restorative meeting to reflect and move forwards positively.

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Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour.  When pupils feel treated as valued individuals they respect adults and accept their authority.

**All staff**

* Refer to ‘Safe, Respectful, Responsible’.
* Model positive behaviours and build relationships.
* Plan lessons that engage, challenge and meet the needs of all pupils.
* Ensure praise outweighs anything negative by at least a 5:1 ratio.
* Meet and greet at the door.
* Be calm and give ‘take up time’ when going through the steps. Prevent before sanctions.
* Follow up every time, retain ownership and engage in reflective dialogue with pupils.
* Never ignore or walk past pupils who are behaving badly.

**Middle leaders – PIVOTAL trained staff members.**

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

**Middle leaders will:**

* Meet and greet pupils at the beginning of the day
* Be a visible presence in the school to encourage appropriate conduct
* Support staff in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations with pupils where necessary
* Regularly celebrate staff and pupils whose efforts go above and beyond expectations
* Encourage use of Positive Notes (tree tags) and Positive Phone Calls
* Regularly share good practice within the department
* Ensure staff training needs are identified and targeted
* Use behaviour data to target and assess interventions
* Make sure that the ‘buck stops here’

**Senior leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

**Senior leaders will:**

* Meet and greet pupils at the beginning of the day
* Be a visible presence around the site and especially at changeover time
* Celebrate staff, leaders and pupils whose effort goes above and beyond expectations
* Regularly share good practice
* Support middle leaders in managing pupils with more complex or entrenched negative behaviours
* Use behaviour data to target and assess school-wide behaviour policy and practice
* Regularly review provision for pupils who fall beyond the range of written policies
* Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

**Recognition and rewards for effort**

We recognise and reward pupils who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

 **‘It is not what you give but the way that you give it that counts.’**

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including relationships with learners who are the hardest to reach.

**School level**

1. Giving first attention to best conduct around the school and on the yard

2. Praising children – names on board

3. Celebration Service & Hot Chocolate Fridays

**Classroom level**

1. First attention to best conduct

2. Names on the board

3. Names on tree tags & phone calls home

**Personal level**

1. Smile/Thumbs up

2. Quiet word of praise/thanks

3. Name on the board

**Classroom/teaching space**

Engagement with learning is always the primary aim. For the vast majority of pupils a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a pupil is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All pupils must be given ‘take up time’ in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

**Appendices**

**Practical steps in managing and modifying poor behaviour**

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct

**The reminder**

A reminder of the expectations for learners Safe, Respectful, Responsible delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

**The caution**

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

**Scripted approaches at this stage are encouraged:**

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| Steps | Actions |
| 1) Redirection  | Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness |
| 2) Reminder | A reminder of the expectations Safe, Respectful, Responsible 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. |
| 3) Caution | A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. |
| 4) Time Out  | Give the pupil a chance to reflect away from others. Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so. |
| 5) Internal referral | At this point the pupil will be referred internally to another space for the remainder of the lesson/day. A short reconciliation should take place immediately after the lesson, or as soon as possible afterwards. All internal referrals must be recorded. |
| 6) Reparation | A restorative meeting should take place before the next lesson. If the pupil does not attend or the reconciliation is unsuccessful, the teacher should call on support from their line manager who will aid the reparation process. |

**Scripted Conversation to stepped sanctions:**

**1. Reminder**

**2. Caution**

**3. Last chance**

**4. Time out**

**5. Parked and reparation**

**Being Fair with sanctions.**

* Learners must not be able to reduce negative consequences.
* Teachers must not take away rewards that have been given.
* Not making deals with sanctions.
* Negative sanctions must be proportionate. Don’t suffocate learners with punishment.
* Whole class punishments are always unfair.
* Try not to invent punishment on the spot. You will soon regret it.
* When you give any kind of negative consequence make sure you tell the learner!
* Write down warnings/reminders that you give to learners.
* New day clean sheet, every time.
* Don’t jump sanction steps or accelerate through sanctions.

**The approach**

1. Gentle approach, personal, non-threatening, side on, eye level or lower.

2. State the behaviour that was observed and which rule/expectation/routine it contravenes.

3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for desired behaviour.

4. Walk away; allow the learner time to decide what to do next. If there are comments as you walk away write them down and follow up later.

5. Look around the room and catch somebody following the rules.

**Assertive Structures:**

Assumed Close ‘Thank you for’ - listening straight away

Take up time ‘I expect’ – to see all of the tools left neatly on the table

Choice (implied rather than implicit) ‘I know you will’ – help Fred to clean up the water

Closed requests ‘You need to’ – speak to me at the side of the room

Unreserved enthusiasm ‘We will’ try again tomorrow

**Fogging Techniques:**

**Student Adult**

‘It wasn’t me’ ‘I hear what you are saying…’

‘But they were doing the same thing’ ‘I understand…’

‘I was only…’ Maybe you were…and yet…’

‘You are not being fair…’ ‘Yes sometimes I may appear unfair…’

‘It’s boring’ ‘Be that as it may…’

You are a ……(name calling) ‘There may be some truth in that…(with follow up served cold!)’ or ‘I am sorry that you are having a bad day’.

**Restorative Scripted Conversation, 5 key questions/points:**

1. What happened?

2. Who has been affected? *(What was each person thinking?)*

3. How have they been affected? *(Who feels harmed and why?)*

4. What needs to be done to make things right? *(What has each person thought since?)*

5. How can we do things differently in the future? *(What behaviours will you show next time?)*

Reaffirm your commitment to building a trusting relationship – *thank them for listening.*

In the very rare event of a serious incident (listed below), teachers will need support from the Headteacher/Deputy Headteacher straight away. A teaching assistant (not the teacher) must be sent to get help from the head or school office.

Although these incidents are rare we appreciate they can be very upsetting for all parties. A number of these incidents may involve pupils who have additional learning needs or specific medical needs. Whilst this doesn’t justify the action undertaken, it can in many cases provide an explanation. As a school we wish to work with all pupils, their families and specific support agencies, however it must be acknowledged that it is not acceptable to act in this manner. As a result the school community has adopted a three stage process, which school staff will follow when dealing with a serious incident.

**Internal exclusion (also known as internal seclusion) -**

In the time immediately following an incident of serious behaviour the headteacher/staff will aim to make contact with parents/guardians of all parties involved and the local authority support agencies(if specific to a child). During this time the pupil involved is to be kept safe, away from his/her peers. Following discussions with staff and parents/guardians the headteacher/deputy headteacher has the right to remove the pupil involved from the classroom environment for the remainder of the school day to ensure the safety of staff and pupils. This time will also allow for discussions with the necessary parties to be concluded.

This approach is used to diffuse situations that occur in school that require a learner to be removed from class but may not require exclusion from the school premises. The exclusion could be to a designated area within the school, with appropriate support, or to another class on a temporary basis, and may continue during break periods.

**Fixed-Term Exclusion -**

If a child is removed from the classroom environment on three separate occasions we will look at applying a fixed-term exclusion. We will endeavour to avoid exclusion from school at all costs. A decision to exclude a pupil for a fixed period is taken only in response to very serious continuous breaches of the school’s Whole School Behaviour Policy and procedures, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as removal from school are considered inappropriate or have been exhausted.

**Permanent Exclusion -**

A decision to exclude a pupil permanently will be taken only:

a) in response to serious breaches of the school’s Whole School Behaviour Policy and procedures over a number of incidents;

and

b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Headteacher/Deputy Headteacher’s judgement, it is appropriate to issue a fixed term exclusion to a pupil for a first or ‘one-off’ offence.

If the Head or Deputy excludes a pupil he/she must inform the parents immediately, giving reasons for the exclusion. At the same time, they make 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 and Deputy must inform the LA and the governing body about any permanent exclusion and fixed term exclusion.

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

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 re-instated.

If the governors’ appeals panel decides that a pupil should be re-instated, the Head must comply with this ruling.

**Unacceptable behaviour includes:**

• Racial harassment & Discrimination.

• Violence and aggression. (e.g. Fighting and Biting)

• Threatening behaviour including bullying.

• Dishonesty.

• Deliberate disobedience.

• Using unacceptable language.

• Deliberately damaging property.

• Disrupting teaching and learning.

• Taking things that do not belong to us.