



Ysgol Maesydderwen

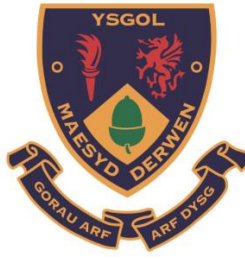


Positive Behaviour for Learning Policy

Polisi Ymddygiad Cadarnhaol ar gyfer Dysgu

Type: Statutory Policy

Reviewed / Adopted On	Signed	Recommended Review
4/12/24	 	Autumn Term 2026



Positive Behaviour for Learning

@Ysgol Maesydderwen

Introduction

Learners and staff have the right to expect a pleasant, safe, orderly and respectful environment whilst at school. We expect all learners to work to the best of their ability in order to reach their full potential and it is the responsibility of others not to deny or distract learners from achieving this goal.

Learner emphasis should be on building, maintaining, and repairing positive relationships and modelling the school attributes whilst displaying good effort and a positive attitude.

All staff will emphasise an environment of high expectations and providing support with empathy and equity which means working with the learner, rather than doing to or for them. Positive relationships will also support the well-being of all.

As a result, it is vital that learners, parents/carers and staff fully appreciate and endorse the school's expectations of behaviour which are set out in this policy.

Aims

At Ysgol Maesydderwen we strive to create an environment which reflects our ethos of 'Working Together, Achieving More' and our five attributes of ASPIRATION, RESILIENCE, CREATIVITY, RESPECT and RESPONSIBILITY. We wish to create a positive climate in which learners are respected and encouraged to build positive relationships with staff and other learners, reach their potential and gain the key skills essential for lifelong learning and the world of work.

Responsibilities

Learners are expected to:

- arrive to lessons on time
- be prepared to actively listen and take part in lessons
- treat others as they would like to be treated themselves
- be ASPIRATIONAL in terms of their behaviour and academic achievement
- take RESPONSIBILITY for their actions
- show mutual RESPECT for others' views and opinions
- act in a safe and responsible manner
- Listen to, and follow the instructions of staff
- be courteous, well-mannered and kind

Staff are expected to:

- arrive to lessons on time
- be well prepared and provide engaging and challenging lessons
- be courteous, consistent and fair
- recognise and reward success
- advise learners on how to improve and achieve success
- be supportive, helpful and willing to listen
- work to create an environment within which learners feel safe and that is conducive to learning
- take responsibility for managing the behaviour of learners within classrooms and around the school
- role model our 5 attributes

In order to support the school in meeting its aims parents/carers are requested to ensure that their child/children:

- attend school regularly
- be punctual
- wear the correct school uniform.
- have the necessary equipment for lessons
- are encouraged to complete homework and coursework by the set deadlines
- have high standards of behaviour
- work to the best of their ability
- commit to displaying our 5 attributes

Whole School Processes for Positive Behaviour for Learning

'Non-negotiables' – Rules and Routines

- Entry – Exit – Movement:
 - Learners to line up in an orderly fashion outside the classroom and enter when instructed to do so by the teacher. Teachers welcome learners at the door.
 - Learners get themselves ready to learn by removing outside coats, scarves etc, preparing the necessary equipment for the lesson and standing behind their chairs until the teacher begins the lesson.
 - Learners arrive to lessons on time;
 - Learners stand behind their chairs once instructed to pack away at the end of the lesson and leave the room in an orderly fashion once instructed to do so by the teacher.
- No eating in class, only water should be consumed so that learners can keep hydrated.
- Mobile phones, smart watches, air pods or similar personal digital devices are not to be seen or heard between the school hours of 8.50am and 3.15pm.
- The school site is a non-smoking site and as such learners are not allowed to smoke or use e-cigarettes.
- Learners should not bring potentially dangerous or illegal items onto the school site.

Graduated Response – **WARN, MOVE, REMOVE**

Should the behaviour of learners fall below our expectations, the following process provides a suggested graduated response to managing said behaviour, while providing the learner with clear expectations and opportunities for self-correct/regulate.

1. **WARN:** Provide clear warnings up to 3 times.
2. **MOVE:** Move the learner to a different location within the classroom. Offer 'time-out' for up to 5 mins outside the classroom. Should a restorative conversation at this point not result in a positive outcome, set a break time detention for a further opportunity.
3. **REMOVE:** Remove the learner from the class by accessing zone support. Should this fail, or if the learner is making the class unteachable or creating a health and safety risk, call for the Engagement Officer to support.

At each stage expectations need to be explicit and consequences for non-compliance made clear to the learner. Please see the behaviour policy flow chart for further guidance on this graduated response.

Similar processes may be followed outside of lessons.

The progression through the graduated response may need to be adapted using professional judgement, depending on the severity of the behaviour.

Behaviours and subsequent actions will be recorded on Class Charts by the teacher involved to allow for tracking and subsequent follow-up actions by departments, pastoral teams and communication with parents/carers. Follow up actions will be dictated by the department or pastoral/SLT pathways (please see separate documents).

Punctuality

1. Any learner more than 3 minutes late without a legitimate reason, to a lesson/registration should be addressed by the class teacher and a late mark recorded on Sims, together with the number of minutes late. Behaviour points should be added to Class Charts.
2. Recurring incidences of learners being late to lessons should be followed up by the class teacher with a break time detention.
3. Recurring issues following detentions place the learner on a Green report (organised by the relevant Progress Tutor), where parents/carers are informed.
4. The Engagement Officer on patrol each lesson will monitor and challenge any learners late to lessons without legitimate reason.

Truancy

1. Teachers will email the pastoral team if they suspect a learner is truanting their lesson.
2. If a learner has missed a lesson for no legitimate reason, a break time detention will be set by the teacher and recorded on Class Charts.
3. If the learner truants 2 or more lessons in a day, they are placed in internal exclusion the following day and parents are informed.
4. Recurring issues following detentions place the learner on an Amber report (organised by the relevant Progress Leader), where parents/carers are informed.
5. Recurring issues following the Amber report leads to a referral to the EWO for further support.
6. To ensure appropriate challenge, any learner out of lessons with a legitimate reason must either have the teacher's toilet pass or 'permission to leave the lesson' slip.
7. The Engagement Officer on patrol each lesson will challenge any learners out of lessons without permission and log concerns for follow up.

Uniform

1. Daily checks will be completed by all Progress Tutors and class teachers to ensure uniform complies to school policy.
2. Daily checks at the main entrance will be conducted by members of SLT and parents contacted where required.
3. Where a learner is not complying, a warning will be given by the Progress Tutor and a deadline set for the issue to be corrected. Support will be offered should the issue be out of the learner's control.
4. If the issue within the learner's control is not corrected, behaviour points must be added to Class Charts and a second deadline set.
5. If this deadline is not met, the issue will be referred to the pastoral team to contact parents/carers for support.

Mobile Phones

1. If a member of staff sees or hears a mobile phone, smart watch or headphones between 8.50am and 3.15pm, they will be confiscated immediately.
2. Should a pupil refuse to pass their device to the teacher when requested, SLT will be called to deal with the learner in their place. In the event the learner also refuses to submit their device to the member of SLT, parents will be contacted. If SLT are unable to contact parents/carers or any other individual listed within Sims, a message will be left or an email sent. The learner will be placed in IE until the parent/carer/contact responds or until they hand in their device as requested. In cases where following parental contact the learner still refuses to submit their device, they will be placed in reception until the parent/carer arrives to remove the phone from their person.
3. When confiscated, the phone will be placed in an envelope, marked with the learners' name and passed to reception at the earliest opportunity to be locked in the safe. Confiscated phones can be collected by learners, at the end of the school day, after 3.15pm. If a phone is confiscated twice or more in a week, parents/carers will be contacted and asked to collect the device themselves.
4. Phones are still permitted on site but must be kept in bags and switched off.
5. It will be down to the organiser of any school trip to decide if mobile devices are allowed on the trip and how they can be used while on the trip or visit.
6. The canteen and other communal spaces will become device free zones for all learners at break and lunchtimes.
7. Post 16 learners are permitted to use their devices in the study and communal areas of the sixth form and in lessons under the instruction of a teacher. Post 16 learners are not to have any devices or headphones visible or heard in any other areas.

Whole School Strategies for Positive Behaviour for Learning

Restorative Approaches

We should always work to preserve the self-esteem of the individual. Comments and action should address the behaviour of an individual rather than the individual themselves. Learners should always have the opportunity to choose a better way out of a situation and that help steers them towards an acceptable way out to avoid escalation.

Restorative Approaches are inspired by the philosophy and practises of Restorative Justice which aims to repair harm caused to relationships and communities by conflict. Within the school's setting

it allows misdemeanours to be addressed by focussing on the harm caused, rather than assigning blame and dispensing punishment.

Restorative Approaches aims to reinforce the responsibilities within a community and to

- confront unacceptable behaviour
- Praise acceptable behaviour
- Model acceptable behaviour
- Develop self-regulation

The model used at Ysgol Maesydderwen follows the schedule below.

- Discovering what happened
- Eliciting from learners how they were feeling/what they were thinking at the time
- Discovering how the learners feel about their actions after the event
- Encouraging empathy with those affected by the actions and outcomes
- Discussing what aspects the learners found the hardest with regards to the incident
- Promoting thoughts about what needs to happen to make things right
- Encouraging learners to think about how future similar events can be changed by their actions and the actions of others

To facilitate restorative meetings, whether they be formal or informal, the following script may be used:

1. From your point of view, what happened?

- a. This isn't about proving what happened; it's about hearing each person's story.
- b. Think back to the event and just tell how it happened, as you experienced it.

2. What do you remember thinking at the time?

- a. What thoughts went through your head as it happened?
- b. What have you thought about the incident since?
- c. (After others have shared): How have your thoughts changed after hearing what others have shared?

3. How have you been affected? How have others been affected?

- a. What kinds of impacts has this had on you? On others?
- b. What has been the hardest thing for you?

4. What would you like to happen next?

- a. What can be done to help make things right?
- b. Is there anything you would like to ask for? Anything you would like to offer?

5. How do you feel now?

- a. Do you feel the same way as you did when it happened?
- b. Do you still feel the same as you did immediately after it happened?

Restorative meetings are voluntary and should only take place if all parties are willing and ready to engage positively.

De-escalation Techniques

The strategies and techniques listed [here](#) should be used to de-escalate situations where learners are expressing their emotions in challenging ways.

Trauma Informed Approaches

The impact of trauma can manifest itself in many different ways which we see on a daily basis both in and out of the classroom. Traumatized children without effective stress regulatory systems in the brain often cannot manage the stress of busy classrooms and playgrounds. Children whose brains and bodies are triggering toxic stress levels are unable to learn, have poor behaviour and wellbeing.

Behaviours that we may see are:

- lack of motivation,
- connection seeking behaviour,
- Aggression,
- hyperactive behaviour,
- withdrawn behaviour
- Inability to form and sustain healthy friendships
- Poor concentration and ability to sit still.
- Lack of perseverance with a task.

To support children whose learning is being negatively impacted by trauma, suggested approaches are:

- Use WINE language (Wonder, Imagine, Notice with Empathy)
- Use PACE approaches (Playful, Acceptance, Curiosity with Empathy)
- Welcoming at the door and be punctual for your lesson
- Positive and specific praise
- Be consistent and have routines
- Prosodic vocalisation
- Prosocial facial expressions

These approaches give a sense of physiological safety which builds resilience and confidence in the classroom.

Be hard on the behaviour not the child.

Language of Choice

Language of choice is about giving the child some control over the outcomes but, as an adult, being in charge of the process and the structure within which you work. The adult also sets the choices and the boundaries.

Let the learners choose the pathway they want to take, but clearly let them know what a poor choice may lead to. Let the learner know it is not a big issue but that taking this chosen pathway, it is escalating unnecessarily, and that you would prefer that not to happen.

Remain calm, make expectations clear. Allow for thinking time.

Functions of Behaviour Analysis

Some learners struggle to learn in school because of behaviour challenges. Functional behaviour assessment is a process that can be used to identify what is causing challenging behaviour. An FBA should lead to a plan with strategies to improve behaviour.

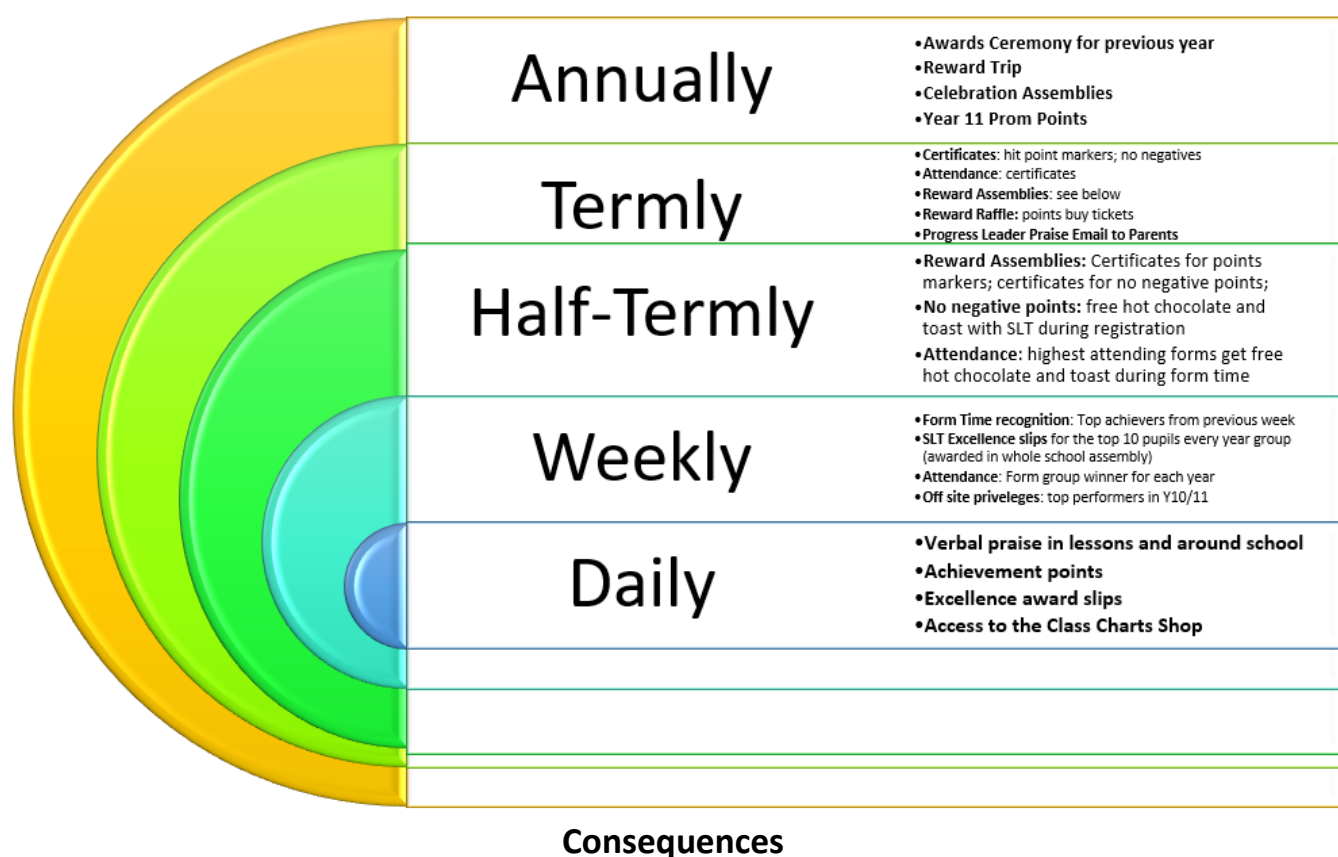
Please see the separate support pack for templates to be used for this strategy.

Rewarding Positive Behaviour

At Ysgol Maesydderwen, we look for every opportunity to celebrate the successes of our learners and to reward them for displaying our attributes of ASPIRATION, RESILIENCE, CREATIVITY, RESPECT and RESPONSIBILIITY. We recognise achievement in the following ways:

- Verbal praise from the teacher
- Positive feedback on the learner's work
- Using excellent examples of learners' work to role model to other learners
- Sharing learners' achievements on school social media channels (with permission)
- Achievement points on Class Charts
- Positive referrals to Learning Leaders, Progress Leaders and the Senior Leadership Team
- Positive phone calls home to parents/carers
- Excellence slips
- Recognition in year group and whole school assemblies
- Recognition in termly Celebration Assemblies
- Displaying learners' work in show case events
- Organising additional enrichment activities
- Awarding privileges such as extra responsibilities or early lunch passes

The following table, provides an overview of the rewards available during the school year:



Whether they are natural or logical, consequences help us all to learn and grow. When children experience the results of their actions, they learn to make better choices and improve their behaviours. In short, consequences = learning.

Consequences communicate to children that their behaviour is their choice and their responsibility, as opposed to a punishment which does not respect the child's right to make a decision, even if that decision is a poor one.

Depending on the nature of the behaviour, teachers will use their professional judgement to decide on the most appropriate consequence. This will always be explained to the learner and where appropriate the learner will be involved in deciding on the most appropriate consequence to encourage them to take responsibility for their behaviour.

Behaviour Points on Class Charts

Behaviour points are allocated within Class Charts for incidences where learners do not conform to basic school rules, meet required standards of behaviour/work ethic or model our attributes. This allows for learners, parents/carers and staff to track behaviour and to ensure that it is followed up appropriately with appropriate further consequences or support.

Where necessary comments including further detail will be added alongside points.

Detentions

Teachers and Learning Leaders can set break-time detentions of 10 mins duration, recorded on Class Charts.

Teachers, pastoral teams and SLT can set lunch time detentions of 15 mins duration for more serious incidents, recorded on Class Charts.

Pastoral teams and members of SLT can set after school detentions of 30 mins duration. Learners and their parents/carers are given at least 24 hours' notice of after school detentions via Class Charts.

Consequences will be escalated through the detention process should learners fail to attend at any stage:

1. Failure to attend teacher break-time detention places them in Learning Leader break-time detention
2. Failure to attend Learning Leader detention places them in a lunch time detention with the pastoral team/SLT
3. Failure to attend a lunch time detention, places them in an after-school detention
4. Failure to attend after school detention with the pastoral team, places them in an after-school detention with the SLT
5. Failure to attend SLT detention places them in internal exclusion

Restorative work will be completed in detention to encourage the learner to learn from their experiences and to take responsibility for actions, considering how it has impacted on others. Opportunities will also be taken to unpick the reasons for the behaviour so that appropriate support can be put in place.

Reports

Different staged reports can be used to monitor and track behaviour, to provide opportunities to recognise improvement and to employ the support of parents/carers:

Green reports are for use by Progress Tutors to track the following (Class Charts points to be used to guide this): -

- Punctuality to lessons
- Effort and completion of classwork

- Attitude to learning
- Standards of behaviour within lessons

Where the Green report is unsuccessful, this will be escalated to an Amber report in consultation with the Progress Leader.

Amber reports are for use by Progress Leaders to track the following: -

- Behaviour following after school detention (if appropriate)
- Attendance and punctuality to class
- Attitudes to learning and behaviour in lessons for greater causes of concern

Where the Amber report is unsuccessful, this will be escalated to a Red report in consultation with a member of the SLT.

Red reports are for use by SLT to track the following: -

- Behaviour following exclusion (including Internal Exclusion)
- Behaviour following serious or repeated breaches of discipline

Where the Red report is unsuccessful, this will be escalated to an ABC Behaviour Assessment and subsequent Individual Behaviour Plan, agreed with parents/carers and the relevant Progress Leader.

Blue reports are for use by any member of staff to track the following: -

- Promoting effort and completion in class
- Monitoring positive interactions with peers/staff

Zone support

When a learner is sent to zone support a break-time detention will be set by the teacher and recorded on Class Charts to allow for restorative work to take place. Should a learner refuse to access zone support, a call to the Engagement Officer will be made for further support. In instances where learners have accessed zone support twice in a day, they will be placed in internal exclusion for the remainder of the day, or the following day, to provide opportunity for reflection and self-regulation and to avoid further escalation.

Engagement Officer Support

In the rare case where a teacher has exhausted all available strategies individually and within their area of learning and subsequently the learner is making the lesson unteachable and/or presenting a health and safety risk, they will call the Engagement Officer to attend the lesson by telephoning reception. The Engagement Officer will then use their professional judgement to employ appropriate consequences and attempt to de-escalate the situation to allow learning to continue. Should the learner fail to comply with the Engagement Officer, the member of SLT on duty for that lesson will be called to support.

Community Service

Where appropriate and in relation to the behaviour, a learner may be expected to contribute positively to the school community, to make amends for the negative impact their behaviour may have had on the community and its environment. E.g. picking up litter, removing graffiti, tidying a classroom, taking part in a charity event, etc.

Internal Exclusion

The Internal Exclusion Room is based in the community room. The room is light and well ventilated and has adequate space for learners to work independently. Displays are relevant, stimulating and aid reflection and learning. The room also allows for staff to work closely with learners to provide bespoke support. When learners are placed in Internal Exclusion, they are supervised by members of the pastoral team.

The aims of IE are as follows:

- To withdraw a learner from mainstream provision who is persistently disrupting the learning of others
- To allow adequate opportunity for reflection, to encourage the learner to take responsibility for their behaviour choices and learning
- To catch up on missed learning opportunities
- To engage in bespoke programme of support to deal with underlying issues causing lack of engagement and unacceptable behaviour
- To allow for appropriate restorative work to be completed, to rebuild relationships
- To prevent a recurrence of issues that placed the learner in IE

Only Progress Leaders and members of SLT can authorise a learner being placed in IE. Reasons for placement could include:

- Persistent disruption in a day, 2 or more zone withdrawals
- Aggressive behaviour towards a member of staff or learner
- Failed to attend SLT detention
- Isolation required while a serious incident is under investigation
- Physical fight/risk to health and safety
- Dangerous items brought into school
- Racial/homophobic/transphobic/biphobic language (protected characteristics)
- Refusal to follow instructions of SLT
- Persistent truancy/lateness

The structure of a learner's day in IE includes:

- Period in IE - registration to end of morning break (8.50 – 11.30am)
- Morning break to be taken from 10.50 – 11.10am in the canteen
- Registration period to be spent with the Progress Leader to explain the reasons for placement in IE
- L1 to end of break to be spent in IE room supervised by a member of the pastoral team
- As much as possible, the learner should be in IE alone to allow for effective one-to-one reflective/restorative work to take place

Resources available to aid learning within IE include:

- Stationery
- Reading books
- Resources from subject areas
- Displays
- IT facilities
- Folder of resources available pertinent to the possible reasons for placement in IE
- Restorative approaches support material

Programmes of Support will be planned for all learners placed in IE, related to the reasons for their placement. These programmes could include any of the following:

- Silver Cloud
- Emotional support
- Mentoring

- Careers advice
- Restorative meeting
- Community service
- Learner Support mentoring – analysis of behaviour, setting targets for improvement and to avoid recurrence
- Counselling
- Youth engagement service
- Work set by subject teachers
- Catch-up work
- Self-reflection activity
- Letter of apology

Planning, Tracking and Monitoring:

- A member of the pastoral team is responsible for planning programmes for learners placed in IE and for completing a tracking spreadsheet to log learner use of IE, the reasons for placement, support provided, details of contact with parents and learner outcomes.
- A member of the pastoral team or SLT must check in with learner at some point during the day following their placement in IE to check on progress.

Enhanced Consequences

For more serious behaviour incidents, enhanced consequences and support will be put in place.

Incidents could include:

- Foul language towards staff
- Gross defiance
- Fighting/physical aggression
- Hate language/discrimination
- Vandalism

Enhanced consequences/support could include:

- Withdrawal
- Request for immediate parental attendance on site
- Request for a parental meeting at a later date
- Completion of a reflection activity by the parents and child
- Reflection/restorative meetings
- Completion of risk assessments

Enhanced consequences and support will be decided by the pastoral team/SLT on a case by case basis to ensure that it is appropriate to the incident and learner concerned.

Fixed Term Exclusions

If learners commit a serious misdemeanour, they may face a fixed term period of exclusion, sanctioned by the Headteacher, in line with the school's exclusion policy. Parents will then be informed by letter and may be required to attend a meeting with a senior member of staff to discuss their child's future educational needs before they return to school.

Learners who continually break school rules or are guilty of a very serious incident could face permanent exclusion.

Permanent Exclusion

In the unlikely event of a significant incident which involves a major breach of the school's behaviour policy, presenting a serious health and safety risk, and where allowing the learner to remain in school would seriously harm the education and welfare of the learner and others in the school, the Headteacher will consider the need for a permanent exclusion. If the decision is taken to permanently exclude, the learner not be permitted to return to Ysgol Maesydderwen.

Documentation

The following documentation was considered in the formulation of this policy:

[WG Publication: Practical Approaches to Behaviour Management in the Classroom](#)

[WG Publication: Exclusion from schools and learner referral units](#)