



Ysgol Maesydderwen



Positive Behaviour for Learning Policy

Polisi Ymddygiad Cadarnhaol ar gyfer Dysgu

Type: Statutory Policy

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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 should be switched off and stored in bags during lessons unless their use is permitted by the teacher for educational purposes. Use of phones is only permitted at break and lunch times and before and after school.
- 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

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. Provide clear warnings up to 3 times.
2. Move the learner to a different location within the classroom.
3. Offer 'time-out' for up to 5 mins outside the classroom.
4. Conduct a restorative conversation with the learner outside of the classroom.
5. Set a break time detention for a further opportunity for a restorative conversation.
6. Remove the learner from the class by accessing zone support.
7. If the behaviour of the learner is making the class unteachable or creating a health and safety risk, call for a member of SLT 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. 3 or more late marks on Sims each week will result in a lunch time detention, supervised by a member of SLT within the internal exclusion room. The detention should be recorded on Class Charts by the Progress Tutor.
3. Recurring issues following detentions place the learner on a Green report (organised by the relevant Progress Tutor), where parents/carers are informed.

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 more than one lesson in a week, they attend an after-school detention for 30 mins with their Progress Leader, recorded on Class Charts.
4. Recurring issues following detentions place the learner on a 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.

Uniform

1. Daily checks will be completed by all Progress Tutors and class teachers to ensure uniform complies to school policy.

2. 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.
3. If the issue within the learner's control is not corrected, behaviour points must be added to Class Charts and a second deadline set.
4. 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 that a learner has their phone out in a lesson, a warning will be given to put it away.
2. If the learner chooses not to comply, the member of staff will attempt to confiscate the phone (learner must turn the phone off before handing it over), take it to reception at the earliest opportunity where it will be locked in the safe, from where the learner can collect it at the end of the day.
3. The incident will be recorded on Class Charts by the member of staff.
4. Should the phone be confiscated 3 or more times in a fortnight, office staff contact parents/carers to arrange collection of the phone.
5. If a learner refuses to pass a phone to a member of staff when they are attempting to confiscate it, the Learning Leader should then attempt to do the same. Should the learner refuse for the LL, an SLT call should be made.

NB: Staff should not be keeping phones on their desks/drawers for learners.

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.

Assertive Discipline Approaches

- Inform the learner(s) what they should do (avoid pointing out what they are doing wrong).
- Use positive reinforcement such as eye contact, hand gestures and the student's name.
- Respond quickly to appropriate behaviour.
- Reinforce appropriate behaviour quietly/non-verbally to avoid learner embarrassment and confrontation.
- The 'Broken Record' technique - repeat the request made, using the same tone of voice, a maximum of three times.
- The choices approach - describe the desired behaviour along with the potential outcome of non-compliance. Then prompt the learner to make a choice between the appropriate behaviour and the sanction detailed in DfL.
- The positive repetitions technique - an example of this would be "Sam waited for Katy to finish speaking before talking, Margaret also waited for David to finish speaking before he gave his opinion."
- Proximity praise - focussing on the learners who are doing the correct thing near a learner who is exhibiting challenging behaviour gives them a model to follow. It is hoped that they will then model that appropriate behaviour.
- Proximity control - moving towards the learner displaying inappropriate behaviour and using verbal or non-verbal methods of highlighting the issue.

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 RESPONSIBILITY. 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
- Celebration post-cards home
- 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
- Headteacher awards

Consequences

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.

Pastoral teams and members of SLT can set after school detentions of 20 mins duration. Learners and their parents/carers are given at least 24 hours' notice of after school detentions via Class Charts.

Progress Tutors set lunch time detentions of 10 mins duration for punctuality issues, recorded on Class Charts (supervised by SLT).

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 an after-school detention with the pastoral team
3. Failure to attend after school detention with the pastoral team, places them in an after-school detention with the SLT
4. 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, an SLT call 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 to provide opportunity for reflection and self-regulation and to avoid further escalation.

SLT Calls

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 member of SLT on duty to attend the lesson by telephoning reception. The member of SLT will then use their professional judgement to employ appropriate consequences and attempt to de-escalate the situation to allow learning to continue.

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. The room is supervised throughout the day by members of the pastoral team and the Senior Leadership 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 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:

- Different break and lunch times; 10.50 – 11.10am, 1 – 1.35pm
- IE to be supervised by Learning Support Assistants and members of SLT.
- No more than 3 learners will be placed in IE at one time.

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

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

Learners will be removed to a quiet place should any interventions they are receiving require it.

Planning, Tracking and Monitoring:

- Mr S Harvey 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.

Fixed Term Exclusions

If learners commit a very 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.

Documentation

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

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

