



Respecting Others

Positive Behaviour Policy

Reviewed by: Wellbeing Committee

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Next Review: June 2018

Signed by:

A handwritten signature in black ink, appearing to read 'M.P. Evans', is written over a horizontal line.

(Chair of Governors)

This policy seeks to outline the school's approach to acceptable and unacceptable behaviour. It provides guidance to teachers while communicating its expectations to all members of the school community.

Introduction

At Ysgol Treffynnon we are committed to maintaining an inclusive, caring and safe environment in which all members of our school community can work and learn together in a spirit of mutual respect and cooperation, where shouting is discouraged.

We aim to nurture the development of our students by modelling the behaviours we wish them to practise in their daily relationships with peers, staff and visitors. We will adopt a Restorative Justice approach to enable all students to have the skills and understanding necessary to take responsibility for their own actions, to be able to resolve their own differences in a calm and non-aggressive way and to have the courage to put these skills into practise.

To achieve this, we seek to highlight and focus upon successes and achievements, while ensuring that any behaviour which does not promote the safety and wellbeing of the school community is dealt with quickly, firmly and fairly.

1. The Policy

The policy of Ysgol Treffynnon is that all students, staff, Governors, parents and visitors to the school experience and promote good behaviour.

2. Aims of the policy

Our school aims to

- create and maintain an ethos whereby the monitoring and management of behaviour is accepted as a collective responsibility
- encourage a safe, caring and purposeful community in which everyone can learn and work together
- foster positive caring attitudes towards everyone where achievements at all levels and ability are acknowledged and valued
- encourage increasing independence and self-discipline so that each student learns to accept responsibility for their own behaviour
- work with parents to maintain a consistent approach to behaviour
- establish clear boundaries for acceptable behaviour

3. Equality

Ysgol Treffynnon is committed to ensuring equality of support and provision for all members of the school community in keeping with the Equality Act 2010. When any member of the school community is subject to unacceptable behaviour because of their protected characteristics¹ the school will uphold the provisions of the Equality Act 2010, the Human Rights Act (1998) and, where applicable, the UN Convention on the Rights of the Child. Victims of any such unacceptable behaviours will be supported so that they may participate fully in the life of the school.

4. Rights and responsibilities

Everyone within the school community has rights and responsibilities to ensure that teaching and learning takes place in a safe, supportive and cooperative environment.

Rights

Students have the right to

- feel safe and happy
- learn to their full potential
- treated as an individual
- know that their property is safe and respected
- work in a clean and tidy school
- be valued

Parents/Carers have the right to

- know their child is safe and happy
- have their children educated to their full potential
- be kept informed of their child's academic progress and wellbeing
- be treated with respect and have their opinions valued
- know that their child is going to a school that takes pride in itself and where students take pride in their work

¹ Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

Staff have the right to

- feel safe and happy
- feel valued as individuals and as professionals
- carry out their roles and responsibilities without disruption
- work as part of a safe and supportive community
- have the support of parents, students and Governors
- know their property and the property of the school is safe and respected

Responsibilities

Students have a responsibility to

- make sure others feel safe and happy
- allow others to learn
- respect the rights and opinions of all members of the school community including visitors
- care for other people's property
- make sure they help to keep their school clean and tidy
- treat others as they would wish to be treated

Parents/Carers have a responsibility to

- keep in regular contact with their children's teachers
- support the education of their children
- respond to the needs of their child as communicated by the school
- to attend any and all meetings relating to the behaviour and welfare of their children
- support the school by actively promoting the ethos, rules and policies of the school to their children and the wider community
- respect all members of the school community and value their opinion
- act in partnership with the school to help their children to learn to their full potential
- ensure that their children attend school in the correct uniform and carry the equipment they need in order to engage in their lessons (as stated in the Home School Agreement)

- make every effort to ensure that their children attend school regularly and on time

All staff have a responsibility to

- respect the rights and opinions of all members of the school community (students, parents/carers, other staff and visitors)
- ensure a professional approach to their work
- follow the guidance and strategies adopted in all school policies
- provide high quality teaching and learning within an appropriate and suitable curriculum
- make all work accessible to all abilities through the appropriate differentiation of materials, the language used when giving instructions to ensure a full understanding of their expectations is made clear
- treat all members of the school community with care, courtesy and consideration
- promote a safe, caring and supportive environment for others
- keep parents informed about the academic and behavioural progress of their children and encourage their involvement

5. Approaches to addressing acceptable and unacceptable behaviour

The Governing Body

The Governing Body is responsible for ensuring that the ethos of the school reflects the rights and needs of the whole school community. The Governing Body is ultimately responsible for ensuring that anyone who fails to uphold the ethos of the school is held to account for their actions and then supported in a manner that will enable them to take a more positive and productive role in the life of the school.

Approaches to appropriate behaviour

The Head Teacher

The Head Teacher will

- ensure there is a reward system for recognising positive behaviour
- ensure that a Restorative Justice approach is promoted in the school
- participate in celebrations of good behaviour across all year groups
- present the Head Teacher's Certificate
- hold an annual Prize Giving Awards Ceremony

Deputy Headteachers

The Deputy Headteachers will ensure

- positive behaviour is recognised within the rewards system
- Restorative Justice training is provided for all members of staff
- good behaviour is communicated to home by the Care, Support and Guidance Team
- celebrations of good behaviour take place for all year groups
- arrangements are in place for an annual Prize Giving Awards Ceremony

Care, Support and Guidance Team (Includes Form Tutors)

Care, Support and Guidance Team (Includes Form Tutors) will

- provide students with positive verbal and written feedback
- award Epraise points
- communicate with parents via student planners, phone calls and face to face meetings in school
- participate in Restorative Justice training
- attend and provide positive feedback at parents' evenings
- participate in the organisation of reward trips
- send post cards home to parents
- attend the annual Prize Giving Ceremony

Lead Teachers

Lead Teachers will ensure

- ensure that positive verbal and written feedback is a regular feature of their lessons and marking
- that positive verbal and written feedback is provided by subject teachers
- Epraise points are awarded
- communication with parents via student planners, phone calls and face to face meetings in school
- participate in Restorative Justice training
- post cards are sent home to parents/carers
- positive feedback is shared at parents' evenings

- attendance to the annual Prize Giving Ceremony

Subject teachers/Cover supervisors

Subject teachers and Cover supervisors will

- ensure that positive verbal and written feedback is a regular feature of their lessons and marking
- Praise points are awarded
- communication with parents via student planners, phone calls and face to face meetings in school
- participate in Restorative Justice training
- post cards are sent home to parents/carers
- positive feedback is shared at parents' evenings
- attendance to the annual Prize Giving Ceremony

Approaches to unacceptable behaviour

Responses to unacceptable behaviour must always be kept to a minimum and must be fair, consistent and seek to address the behaviour rather than the child. They must be clearly communicated and through the consistency of their application students can expect to progress through a clearly understood series of stages.

The Head Teacher

The Head Teacher will ensure the implementation of the school's 'Positive Behaviour Policy' and review requests for exclusion for the most serious incidents of unacceptable behaviour (in discussion with the Deputy Headteacher/s).

Only the Head Teacher has the authority to exclude a student from school (1.1.2, Pg. 8, WG Guidance document no: 171/2015, April 2015. 'Exclusion from schools and pupil referral units').

Deputy Headteachers

The Deputy Headteachers will

- coordinate the effective implementation of the 'Positive Behaviour Policy'
- monitor and evaluate standards of behaviour, making effective use of all available data
- make recommendations to the Head Teacher for incidents requiring exclusion

Director of Learning (CSG)

Director of Learning (CSG) will

- monitor and evaluate day to day behaviour and related interventions, making effective use of all available data
- ensure any necessary arrangements are made in support of students exhibiting behavioural difficulties (through IBPs, PSPs, etc.)
- support other staff in meetings with parents to discuss strategies and progress
- make referrals to external support agencies
- make referrals to the LA Moderation Panel where appropriate

Lead Teachers (CSG)

Lead Teachers (CSG) will

- hold break/dinner time detentions
- support after school detentions
- keep parents informed of their child's behaviour through phone calls and face to face meetings in school
- draw up and implement Individual Behaviour Plans (IBPs) and monitor their progress in support of form tutors
- discuss the need for further isolation in IE with the Director of Learning (CSG)
- gather evidence and discuss recommendations for external support with the Director of Learning (CSG)
- review eligibility to participate in reward trips and events

Form Tutors

The form tutor will

- monitor and discuss Epraise with both form and individuals daily and discuss progress with individuals
- monitor 'behaviour monitoring cards' daily and discuss progress with individuals
- keep regular contact with the parents/carers of the students in their form regarding any positive behaviour or unacceptable behaviour concerns
- support the Lead Teachers (CSG) in addressing the behaviour of the students in their form through the use of phone calls to parents, break detentions and the monitoring of behaviour related targets

Lead Teachers (Academic)

Lead Teacher (Academic) will

- ensure the Positive Behaviour Policy is implemented and the supporting processes are followed by members of their Area of Learning
- ensure subject teachers make effective use of EPraise
- ensure subject teachers record behavioural concerns on SIMS
- hold break/dinner time detentions in support of colleagues
- make use of the form tutor in addressing unacceptable behaviour
- keep parents informed of their child's behaviour through phone calls and face to face meetings in school
- share information regarding concerns and achievements with the Lead Teachers (CSG)

Subject Teacher/Cover Supervisor

The subject teacher/cover supervisor will

- implement the 'Positive Behaviour Policy' and follow the steps laid out in the associated process:
- Award EPraise points for positive behaviour
- Record behaviour related incidents on SIMS

HLTAs & TAs (CSG)

- monitor behaviour on the corridors and address students sent out of lessons
- maintain and provide detailed records for all Internal Exclusions (IE) and 'out of lesson incidents'
- collect all statements from students involved in (and from potential witnesses) to incidents of unacceptable behaviour
- pass all information & evidence relating to instances of unacceptable behaviour to Lead Teachers

6. Supporting Guidelines

Basic Assumptions

Students are best able to engage in their learning where there is high quality teaching and learning, tailored to the abilities of all students. The classroom teacher must establish and maintain a safe and orderly working environment. It is the responsibility of all teachers to ensure that the physical and emotional

welfare of the students in their classes is monitored and controlled and that they remain sensitive to, and seek to minimise, situations which can trigger compelling patterns of unacceptable behaviour; especially those patterns outlined in the Additional Learning Needs Register and IBPs.

Students tend to be on task and behaving appropriately where teaching and learning is

- meaningful and where the purpose has been clearly communicated
- appropriately differentiated
- challenging
- accompanied by clear short and long term goals
- accompanied by positive & developmental written and verbal feedback

7. Incentives & Discipline

Positive Approaches

All teachers must ensure that all students feel recognised as individuals who have something meaningful to contribute. They must acknowledge the variety of individual needs within their classes and plan to address those needs such that all students can experience success in their learning. Teachers must consistently communicate the rules and expectations of the school. They must role model the respect and tolerance the school expects from all members of the school community.

Encouraging good behaviour

Good behaviour is encouraged through

- positive verbal and written feedback
- frequent praise
- attention to success rather than failure
- the setting of meaningful tasks

Respect for all individuals

Respect for all is a legal right and must be actively promoted by

- being sensitive to different cultures and beliefs
- modelling desired behaviour
- acknowledging the contribution made by students

Physical and emotional security

The physical and emotional security of students is paramount and teachers must

- remain sensitive to the feelings of students
- maintain a zero tolerance of bullying (see Anti-Bullying Policy)
- plan tasks with due regard to the appropriate health & safety legislation surrounding their subject
- ensure safety instructions are clearly communicated and understood
- remain in the classroom, workshop, laboratory, gymnasium when students are present to ensure appropriate supervision at all times
- send for first aid assistance in the case of injury

Raising self-esteem

Self-esteem can be encouraged by

- communicating a sense of importance
- ensuring students experience and have a sense of their own success
- enabling students to take responsibility for their own behaviour
- providing students with advice and strategies for modifying and correcting their own behaviour

Discipline

- See Appendix 1
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