



YSGOL LLANFYLLIN

Polisi Ymddygiad Da Good Behaviour Policy

Uwch Arweinydd/Senior Leader: H Lloyd Jones

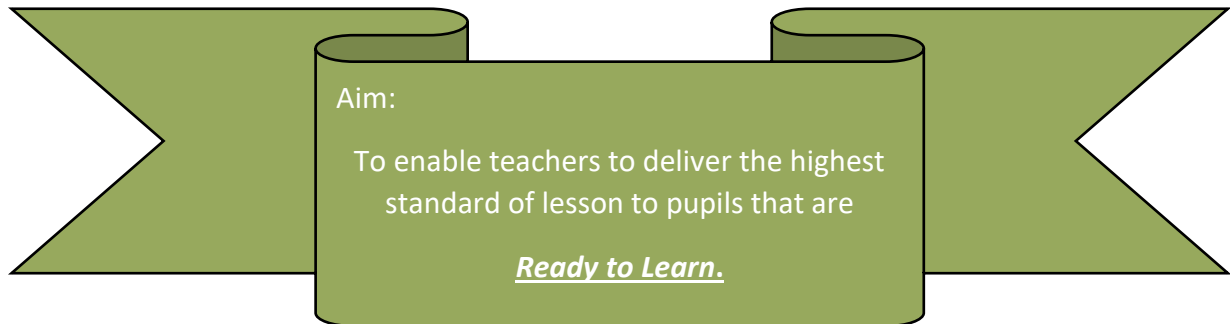
Cadeirydd y Llywodraethwyr/Chair of Governors: G Thomas

Llofnod/Signed: *G Thomas*

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Rationale

Ysgol Llanfyllin is committed to ensuring that all pupils can learn without distraction or interruption. To this end, the Behaviour Policy is designed to promote the best learning behaviour and to 'eradicate' disruption of any kind to learning. In order to prepare young people to live lives that contribute positively to society and that are fulfilled and successful, it is essential that they are coached in according to an appropriate moral code. This will result in good behaviour by:

- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention and effective use of support agencies;
- providing a safe environment free from disruption, violence, racism, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

The aims of *Ready to Learn* are to:

- 1. eliminate disruptive behaviour so that there is a culture of achievement, ambition and learning everywhere in the school ensuring no learning time is wasted;**
- 2. provide clarity for staff and pupils about acceptable behaviour and the consequences of misbehaviour;**
- 3. encourage pupils to take responsibility for their own actions;**
- 4. enable teachers to deliver engaging and creative lessons and experiment with learning approaches without concern for behavioural consequences.**

Ready to Learn is a whole school system that relies on all staff using it in a fair and consistent way. No other sanctions for behaviour can be used.

Members of staff may still set personal detentions for non-behavioural issues but whole school sanctions always take priority. Examples of detentions that teachers may set include:

- failure to complete homework;
- failure to complete classwork;
- failure to complete homework or classwork to the required standard.

These can be organised within an Area of Learning Experience (AOLE).

Throughout the school, hundreds of interactions happen between pupils and staff. It is important that pupils respond appropriately to these requests to pursue excellence in every lesson.

At Ysgol Llanfyllin, we understand that our core purpose is to provide the best possible opportunities for all pupils to learn. Each teacher in every classroom will provide a stimulating learning experience. They will ensure that the 3 general behavioural expectations are consistently and stringently enforced so that all lessons have 100% learning time.

Acceptable and Unacceptable Behaviour – Our Expectations.

The school defines acceptable behaviour as behaviour that underpins our three cornerstones:

Aspiration - be ambitious - following directions, strive towards goals and reflect on learning.

Belonging - be respectful - show respect to peers, staff and visitors, take care of our premises and positively represent our community.

Character - be industrious - respond to challenge, maintain integrity and share kindness.

Processes & Protocols

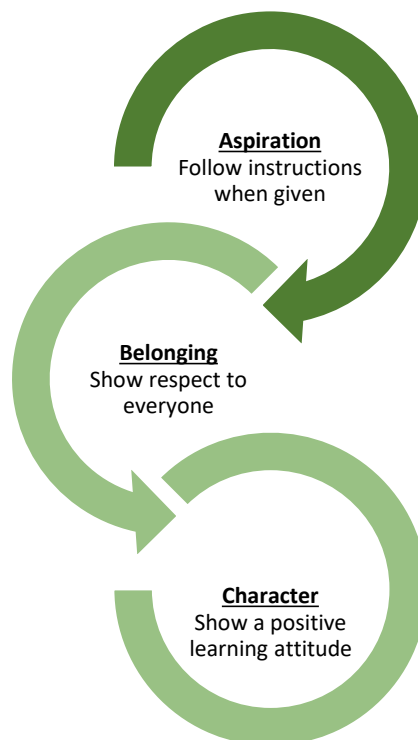
We believe that pupils have a choice about their behaviour.

We believe that two warnings are enough to remind pupils of our expectations in a lesson.

We will ensure that all pupils are clear as to what Ysgol Llanfyllin classroom expectations are.

These behavioural expectations are displayed in all rooms and around the school.

To promote these positive expectations, pupils will be rewarded points, which will be used as a part of a reward system determined in consultation with the pupils. Staff should award positive achievement points at every opportunity using SIMS.



When dealing with a pupil who is not ready to learn, a total of three stages should be followed by teaching staff.

1. A clear warning with an award of a Stage 1 negative point. (See the R2L negative points criteria). **It is imperative that the sanction is communicated to the pupil and his / her name written on the board.**
2. If a second infringement of classroom expectations takes place then the teacher awards the second negative point and activates the R2L Stage 2 protocol. The teacher asks the pupil to leave the class and attend the Ready to Learn Room. The Ready to Learn Team will have received a message to expect the pupil and they have 5 minutes to arrive.

Following the awarding of a second negative point, it is imperative that the member of staff notes on SIMS the reason for the award. This is for the pupil's records and to aid the Behaviour Management team to help rectify the behaviour to avoid repetition. This can be done retrospectively but as soon as possible afterwards.

Guidelines for giving warnings in lessons

1. A Common Language

It is essential that warnings (Stage 1) are given in a consistent way across the school, by all teachers, including cover and guest teachers. Staff should always try to use language to de-escalate situations: 'Language to engage not to enrage'.

It is also important that all staff use a common language when giving warnings. For example:

"Sion/Sian, I'm giving you a warning as you are talking and not RTL. You need to be RTL for the rest of the lesson"

"Sion/Sian, you are talking over me. You are not RTL; that's your warning."

"Sion/Sian, you are having an off-task conversation. You are not RTL; that's your warning."

"Sion/Sian. You need to go to RTL. You have had a warning and you've persisted to talk over me. Please make your way to the Ready to Learn room."

2. Making Expectations Clear

Starting lessons:

"Meet and Greet" or "One Foot in One Foot Out"

At the start of a lesson the teacher should greet the class at the door. This will ensure an orderly entry into the class, thereby setting the tone. It will also enable passive surveillance of the corridor between lessons minimising anti-social behaviour that could occur.

Making expectations clear

It is normal that pupils may walk in to a lesson and still be finishing a conversation that they started on the way there. It is essential, therefore, that all pupils know that the teacher taking the lesson is ready to start and that the pupils must therefore be ready to learn.

To make this crystal clear for pupils and to give suitable time to be Ready to Learn, staff may wish to indicate this starting point by saying:

"I'm expecting you now to be Ready to Learn in 5... 4... 3... 2... 1." Thank you.

Establishing Silent Work

If you want pupils to work in silence, this should be communicated very clearly to pupils. For example:

"We'll now be working in silence for 20 minutes. Obviously, if you talk or make a deliberate noise during that time, you will receive a warning".

Countdowns

Countdowns are an effective way of indicating to pupils that teachers want them to be silent and to listen, and it is recommended that all staff use them. As soon as staff reach zero, warnings must immediately be given to any pupil still talking.

Forewarning

If pupils are really engrossed in a task, for example, a group discussion, then it might be unreasonable to expect them to switch immediately to silent listening within 5 seconds. In these cases, teachers should forewarn pupils that they need to get ready for that. For example:

"[Over pupil discussion] 30 seconds left... 20 seconds... 10 seconds...5...4...3...2...1"

3. Immediate Warnings

If pupils show that they are not ready to learn and expectations have been made clear, they should be given an immediate warning (Stage 1). For example, if the teacher is talking, and a pupil talks over them, the pupil must immediately be given a warning. This must be noted in SIMS/Class Charts/Go4 Schools and the pupil's name written on the board. It will lead to significant inconsistency if some staff choose to 'remind' pupils that, for example, 'next time you will be sent to Ready to Learn'. For example:

1. Pupil arrives 3+ minutes late (or after the second bell at break or lunchtime)
2. Pupil talks over someone else disrupting the lesson
3. Pupil talks during silent work
4. Pupil actively refuses to work
5. Pupil talks off-task
6. Inappropriate use of a mobile phone (must also be confiscated)
7. Pupil eating or drinking (other than water)



A behaviour point noted in SIMS and name written on the board.

If a number of pupils have got something wrong and the teacher thinks this is because they did not make their initial expectations clear enough, then a whole-class collective reminder should be issued.

4. Collective Reminders

Sometimes, an adult may wish to draw attention to the "Ready to learn" rules, without giving a warning to a particular pupil. In such situations, a collective reminder to the whole class would be more appropriate.

For example, if the class is working in groups and you notice that one group's conversation appears to be straying away from the set task, you may say,

"I'd like to remind everyone that off-task conversations are for social times. I don't wish to have to give anyone a warning about this."

If more than one pupil is disruptive – It is possible to award a SIMS point to multiple pupils at the same time.

5. No 'Machine-Gunning'

Once a teacher has given a warning (Stage 1), they must not give a second warning within 30 seconds of the first. For example, if a pupil disagrees with the teacher or argues about the warning, then the teacher must tell the pupil that they will discuss the issue at the end of the lesson and that if they continue to argue there will be no choice but to send them to the Ready to Learn Room. For example:

"It wasn't me, it was him. It's not fair..."

"Sion/Sian, I will discuss this with you at the end of the lesson. If you continue to argue I will have no choice but to award a second (or third) negative point."

This approach turns it back to the pupil to make the choice. The teacher should then turn their attention back to the lesson to give the pupil time to consider their response. Silence usually means acquiescence.

6. Calling Out

If a pupil calls out (and is genuinely engaging with learning) they should not be given a warning. However, if a pupil repeatedly calls out in a way that is unhelpful for learning, you should say to them:

"I know you're only trying to answer the question, but you have called out too many times, which is unhelpful for other pupils. If you call out again, I will have to give you a warning."

7. Immediate Warnings

Misbehaviours that are more serious warrant immediate removal from the lesson, to the Ready to Learn Room for 24 hours. These include:

- swearing at a member of staff (this is an automatic fixed term exclusion);
- violence, aggressive or intimidating behaviour;
- unsafe or dangerous behaviour;
- hitting furniture, walls, or climbing on furniture;
- deliberate damage to displays or equipment.

Rules Relating to Serious Incidents

These are incidents that warrant a parental meeting, isolation, warning of fixed-term exclusion, fixed term exclusion, a governors' warning, or permanent exclusion.

1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.)	Pupils should be asked explicitly, "I have asked you to ... This is a reasonable request. Are you refusing to do as I have asked?" There must be no negotiation. If a pupil does not immediately comply with the teacher's request, he or she should be sent straight to the Ready to Learn Room. The teacher must complete a record of the incident so that the Behaviour Management team have a record of the incident.
2. Verbal or physical abuse of staff.	This may include: <ul style="list-style-type: none"> • pushing past staff; • swearing at staff; • rudeness and name calling.
3. Exam misconduct.	Pupils will be sent to the Ready to Learn Room for 24 hours. Further Sanctions may be applied.
4. Truancy or wandering for 10 minutes or more during a lesson.	Pupils may only be out of lessons with the written permission of a member of staff. If a pupil breaks this rule and is out for more than 10 minutes of a lesson, this will immediately result in a referral to the Ready to Learn Team.
5. Violent or dangerous behaviour.	This may include: <ul style="list-style-type: none"> • fighting; • threatening behaviour.
6. Possession or use of alcohol or drugs.	This is against the law, and may result in permanent exclusion. Pupils may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.
7. Possession or bringing a weapon or dangerous item on to the school site.	This is against the law, is extremely dangerous, and may result in a permanent exclusion.
8. Malicious setting off of the fire alarm.	This is against the law, causes significant disruption to the whole school, and will result in a fixed term exclusion.
9. Deliberate damage to or theft of property.	This may include: <ul style="list-style-type: none"> • deliberate vandalism of lockers, display boards, doors and windows; • deliberate vandalism to the school toilets.
10. Smoking.	Smoking is not permitted anywhere on the school site. If a pupil is seen smoking or has the clear intent to smoke on the school site, this will result in a fixed term exclusion.
11. Bullying or prejudicial language directed at another person.	This may include: <ul style="list-style-type: none"> • physical or verbal abuse of others; • offensive text messages or misuse of social networking or other internet sites.

Addition to policy - September 2020 - Re opening following Covid 19 National Lockdown.

Any pupil behaving in a way which disrupts or endangers the Covid Secure status of the school will face sanctions. The sanctions applied will depend on the nature and severity of the behaviour and the impact it has on the Health and Safety of members of the school community during the Covid 19 crisis.

The school reserves the right to apply sanctions ranging from verbal warnings, detentions, use of the Ready to Learn Room and/or exclusion from school (fixed term or permanent.)

This addition to the policy should be viewed in conjunction with the whole school re opening Risk Assessment (September 2020) and the letter to pupils and parents from the school dated 23rd August 2020.

A: Rules in the Ready to Learn Room

Arriving in the Ready to Learn Room

Pupils must arrive in the Ready to Learn Room within 5 minutes of the 2nd Stage (triggering an automatic email to the Ready to Learn Team) being entered on SIMS. If they do not, they will be sent home for that day and continue to serve a fixed term exclusion the following day.

Conditions in the Ready to Learn Room

Pupils must work in silence at all times, in 'exam conditions'. If a pupil shows they are not 'Ready to Learn' in the Ready to Learn Room, then they must immediately receive a warning (Stage 1). If they show this again, after more than 30 seconds, they must receive a second warning (Stage 2). At this point, the Behaviour Management Team will phone home to alert the parent or carer that their child is on their last warning and will be sent home if they disrupt again. If they show it a third time, they will be sent home and excluded from school the following day.

As such, the Ready to Learn Room will have the same rules as an examination, with two important exceptions:

1. pupils are allowed to ask for help;
2. pupils must continue working.

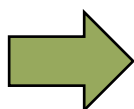
Examples

Pupil talks, or makes any sort of deliberate noise, including pen tapping.

Pupil attempts to communicate with another pupil in any way.

Pupil puts their head on the desk or actively refuses to work.

Pupil refuses support.



Immediate warning (Stage 1 or Stage 2) and pupil's name is written on the board.

The Ready to Learn Room will have a bank of work to occupy the pupils. Should a teacher wish to provide work for a pupil then this is welcomed but is not compulsory.

Break and Lunch Times in the Ready to Learn Room

At these times, all the rules still apply, except that:

1. Pupils may eat and drink at their desks.
2. Pupils may read a book or magazine, or do other silent personal activities, such as a Sudoku.
3. Pupils may choose not to work, and will not get a warning for putting their head on the desk.

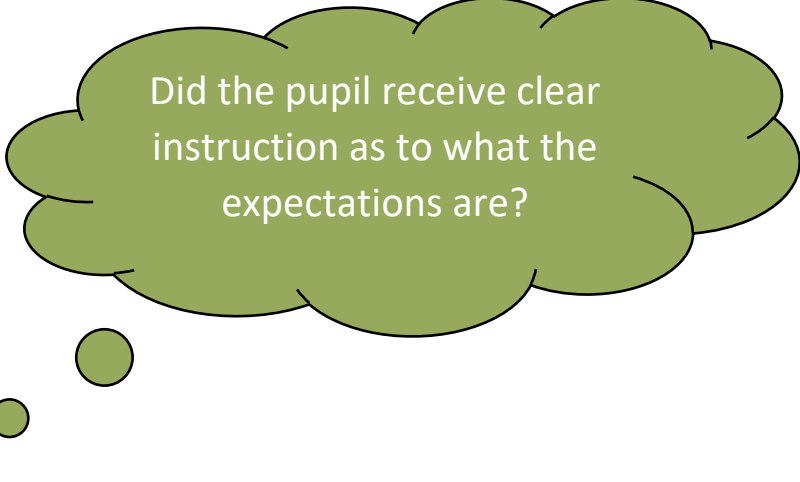
While collecting food at break or lunch time (which will happen before the rest of the school goes to break and lunch) pupils will obviously be able to talk with each other, albeit quietly and sensibly.

Exceptions to staying in the Ready to Learn Room

A pupil must never be allowed out of the Ready to Learn Room to attend a normal lesson, including a lesson to complete coursework. A pupil may only leave the Ready to Learn Room if they have a:

1. situation has arisen regarding their health or well-being;
2. public examination;
3. literacy, numeracy or behaviour intervention;
4. pre-arranged appointment out of school.

The Ready to Learn Process



Did the pupil receive clear instruction as to what the expectations are?

Stage 1

- Pupil's name is recorded on the board.
- Pupil receives a 're-focus' conversation.

Stage 2

- Pupil disrupts again and is sent to the Ready to Learn room.