



**YSGOL
LLANFYLLIN**
**Positive Behaviour Policy
2021-22**

***Barod, Parchus, Diogel
Ready, Respectful, Safe***

Uwch Arweinydd/Senior Leader: Mr Huw Lloyd Jones

Cadeirydd y Llywodraethwyr/Chair of Governors: Mr G Hunter

Llofnod/Signed: *G Hunter*

Dyddiad/Date: 30/9/21

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"You are in charge of your feelings, beliefs, and actions. And you teach others how to behave toward you. While you cannot change other people, you can influence them through your own behaviours and actions. By being a living role model of what you want to receive from others, you create more of what you want in your life."

Eric Allenbaugh

Important note for staff

It can be helpful to think of a child's behaviour as a form of communication which can be 'effective' or 'ineffective' in terms of getting his/her needs met.

Some causes of challenging pupil behaviour

- Family/parental factors - challenging behaviour in children and young people may relate directly to difficulties at home. The behaviour may be a direct communication of distress
- Socio-economic factors. Poverty and poor housing and its associated health and development problems (deprivation factors may combine to place young people at greater risk of developing troubled and troubling behaviour)
- Factors within the child or young person some children may be predisposed to experiencing learning and behavioural problems e.g. temperament, cognitive and academic difficulties, communication difficulties, physical difficulties which create barriers to learning.

This policy will be evaluated and reviewed annually by the Senior Leadership Team, the Positive Behavior Policy Group and by the Governing Body. This will include assessment of policies for their impact on pupils by ALN group. We have a general duty requirement to take action to address inequalities and discrimination that are identified.

Policy Statement

At Ysgol Llanfyllin, we will endeavour to enable our young people to be:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The way in which staff and pupils behave on a daily basis towards each other, and their environment is key to achieving these goals.

We are 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 heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff, learners and their families.

Principles

We expect all members of the school community to abide by the laws of the land

- We expect all members of the school community to show **courtesy** towards, and caring for, each other at all times.
- We believe that everyone in the school is of equal value and deserves an **equal opportunity** to achieve their full potential reducing, where necessary, the risk of disaffection.
- We believe that everyone in the school should have **high expectations** of themselves and show respect for themselves and others.
- We seek to achieve **positive relationships** with and between pupils in an environment where achievement of every kind is valued and **where praise and encouragement are the norm**.
- We expect everyone to work hard, to give of their best and to **respect** everyone's entitlement to work without disruption.
- We believe in **fair discipline**, consistently applied, taking into account individual circumstances and the needs of individual pupils.
- We believe that **every member of staff has primary responsibility** for managing the behaviour of pupils within his or her class.
- Our ultimate goal is to ensure that pupils become **caring and responsible citizens with a well-developed and sound code of personal behaviour**.
- We should always attempt to **preserve the self-esteem** of the individual. Comments and action should address the misdemeanor and not be aimed at the individual.
- We should seek '**best for both**' solutions that allow all involved to extricate themselves from situations with their dignity intact.

Ready, Respectful & Safe – creating a happy school with ‘Teulu’ at its heart

The primary concern for all parents and carers is that their children are happy in their school. Happy children make ambitious and confident learners who enjoy success across a range of subjects and school based experiences.

Our school has the ethos of ‘Teulu’ (welsh for family) at its heart. This ethos is one of care, nurture, stability and ambition. Our school family values and encourages collective responsibility, tolerance and an open-minded approach towards each other and our learning. All families face difficult times and it is sometimes necessary to make difficult decisions. Schools are no different and in challenging times strong, resilient leadership is required to carry the school forward.

As part of our ‘Teulu’ ethos, Ysgol Llanfyllin pupils are encouraged to behave in ways that promote and embody our core values. We expect Llanfyllin pupils to be **Ready, Respectful & Safe**.

Ready - pupils should be ready to learn, in the right state of mind and prepared to work promptly from the start of each lesson.

- We will wear the correct uniform
- We will be on time for lessons/sessions
- We will bring the correct equipment to all lessons
- We will begin each lesson/session with the 10 second rule
- We will be determined to be the best we can be

Respectful – pupils should show respect for themselves, for others and for our environment.

- We listen to and act on all instructions given by members of staff
- We are polite and courteous to all members of the school community
- We will respect the school environment and wider community of Llanfyllin - all litter should be placed in bins to maintain and improve the school grounds and surroundings.
- We will treat others with dignity
- At the end of a lesson/ session we will ensure the classroom is tidied with chairs/stools placed under tables and any rubbish placed in bins.
- Nothing, other than water, should be drunk and nothing should be eaten by anyone during lesson time.
- Mobile devices should be switched off or on silent and in bags during lesson times unless directed otherwise by a member of staff.

Safe - pupils should behave in a way that does not cause harm to themselves or others.

- We make sure we are in the right place at the right time
- We move around the school in a safe and respectful way
- We look after each other and we think before we speak out
- We act as positive role models
- We should stay on school site unless we have permission to do otherwise and then we should sign out at the main school office.
- We should never be in possession of anything in school that could be described as an offensive weapon or any illegal substances.

Principals into practice

Within any school the behaviour of pupils can vary between subjects and members of staff. Where relationships are good pupils work purposefully and willingly and poor behaviour is rare. Use of sanctions is minimal and extensive use is made of verbal encouragement and praise as well as rewards systems. Approaches that lead to such a working relationship are set out below.

Managing Behaviour – consistency is key amongst all adults in the school.

In the classroom

All staff are expected to create and sustain a positive, supportive and secure environment. Well-prepared lessons usually generate good behaviour and earn respect.

Make every effort to:

- Arrive before the class and begin on time
- Plan lessons that engage, challenge and meet the needs of all learners - Keep everyone occupied and interested
- Meet and greet their pupils at the classroom door at the start of every lesson/session
- Use the '**10 Second Rule**' as a consistent start to every lesson
- Use the numerical code on the SIMS register to indicate individual pupil's attitude to learning and behaviour (see additional guidance)
- Refer to '**Ready, Respectful, Safe**' as the foundations of our school behaviour policy
- Model positive behaviours at all times and seek to build positive working relationships with all their pupils
- Use positive recognition and praise where deserved throughout the lesson
- Be calm and use professional language throughout all their interactions with pupils
- Extend and motivate all pupils
- Assess and mark all work promptly and constructively
- Set appropriate homework regularly
- Keep an attractive, clean and tidy room
- Have an **open door policy** to encourage transparency, collaboration, interaction and sharing of good practice
- Maintain interesting displays
- Follow up on unacceptable behaviour every time, retain ownership of the incident/s and engage in reflective dialogue with learners to resolve and move on from the incident/s
- Always challenge poor behaviour

Around the school

All informal contact contributes to standards of behaviour. Staff should control that behaviour by taking the initiative whenever they can. Try to:

- Start the dialogue
- Meet & greet pupils
- Deal with misbehaviour. Never ignore or walk past learners who are behaving in an unacceptable way - to ignore is to condone
- Set high standards of speech, manner and dress

Do all you can to:

- Use humour
- Keep calm
- Listen
- Know your pupils as individuals
- Be consistent

Never issue whole group punishments and do all you can to avoid:

- Humiliating pupils
- Shouting unnecessarily
- Over-reacting
- Over-punishing
- Using sarcasm

Insist on acceptable standards of behaviour, work and respect. You should:

- Apply school rules consistently
- Work to agreed procedures
- Insist on conformity and school uniform

Respecting the environment

Cleanliness, attractive rooms and well-kept grounds are important parts of the learning process. As far as possible the visual impact should always be attractive and stimulating.

Encourage pride in the school and its environment.

Insist on a clean room:

- Teach in tidiness, encourage tidiness
- Leave desks in place and the whiteboard/ screen clean after lessons
- Don't allow pupils to draw on the board or interactive screen during tutor time
- Keep displays fresh and attractive
- Report any graffiti or damage immediately

Travelling to and from School and College (see Appendix 1)

The Welsh Government has produced a Travel Behaviour Code and School Bus Travel Behaviour Code as part of the Learner Travel (Wales) Measure 2008.

[all-wales-travel-behaviour-code-statutory-guidance.pdf \(gov.wales\)](#)

[school-bus-travel-behaviour-code-a4.pdf \(gov.wales\)](#)

This has been reinforced by the Safety on Learner Transport (Wales) Measure 2011.

http://www.legislation.gov.uk/mwa/2011/6/pdfs/mwa_20110006_en.pdf

All of these are taken into account within the Good Behaviour Policy

Additional roles and responsibilities – Middle and Senior Leaders

Middle Leaders

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

Middle leaders will:

- Whenever possible, meet and greet learners at the beginning of the day as they enter the school building
- Be a visible presence in the department/tutor groups to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on restorative meetings and supporting staff in conversations
- DoLs are responsible for producing internal withdrawal timetables and monitoring their effectiveness (Secondary Phase)
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage the use of positive postcards home
- Ensure staff training needs are identified and addressed
- Use behaviour data to target, plan and assess any necessary interventions

Senior Leaders

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

Senior leaders will:

- Meet and greet learners at the beginning of the day, break times and lunch times as they enter the school building.
- Be a highly visible presence around the school throughout the day and particularly at lesson changeover and break/lunchtime.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share any good practice observed with all staff
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target, plan and assess school wide behaviour policy and practice
- Create and monitor a withdrawal timetable for the Primary Phase of the school (Assistant Head with responsibility for the Primary Phase)
- Regularly review provision for learners who fall beyond the range of written policies
- Be present to engage with and supervise students at the end of the school day as they leave the school grounds/board buses etc.

Rewards

Rewards for effort

We recognise and reward learners who go 'above and beyond' our standards. Although there are Progress Manager and AOLE postcards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

Whole school rewards

'Gorau Glas' / Above and Beyond certificates weekly for pupils in Reception to Year 11. Recipients will be chosen by the class teacher in the Primary Phase and Progress Managers, in consultation with teaching staff and other middle leaders, in the Secondary Phase.

Half-termly 'Headteacher Breakfasts' for all 'Gorau Glas' recipients.

Faculty rewards

Monthly faculty recognition postcards to be sent home, to be arranged by Directors of Learning at Faculty Meetings.

Procedures and sanctions

It would be impossible to describe every scenario or to write a prescriptive response for every incident. However, a staged approach within clear parameters provides a structure in which incidents can be dealt with at an appropriate level ensuring promptness and consistency.

General Classroom Problems

- Failure to conform to acceptable standards of behaviour
- Failure to complete work on time or to an acceptable standard
- Failure to complete homework to an acceptable standard

Primary responsibility must be for staff to discipline pupils themselves in the least intrusive manner possible rather than passing issues on to other members of staff. This ensures that the consequence is more likely to be linked to the misdemeanour in the pupil's mind and is therefore more likely to modify pupil behaviour. **It is essential that a consequence, once issued, is seen as inevitable by staff and pupils.**

Members of staff should always try to resolve the following problems themselves in the first instance using the range of strategies available to them. Documented evidence is essential at all stages of the procedures.

Dealt with by individual member of staff

Failure to complete classwork/homework	Teacher detention if deemed suitable
Minor breaches of Code of Conduct (including lateness)	Reprimand / Teacher detention if deemed suitable
Use of foul language (not directed or aimed at a member of staff)	Reprimand Teacher detention if deemed suitable
Incorrect uniform in lesson or about school	Challenge and refer to Form Tutor/PM
Faculty / internal withdrawal	Teacher detention

Dealt with by Form Tutor / Class Teacher

Incorrect uniform	As appropriate
Persistent incorrect uniform	Refer to Progress Manager
Lateness	Reprimand Teacher detention if deemed suitable
No homework diary	Reprimand Teacher detention if deemed suitable

Dealt with by Director of Learning

Serious disruption (once normal strategies exhausted)	AOLE detention and parents informed
Lesson truancy	AOLE detention and parents informed
If 5 or more detentions for lack of class and/or homework	Student monitored by DoL and parents informed
Failure to attend teacher detention	AOLE detention

Dealt with by Progress Manager

If 5 or more detentions for poor behaviour	Student monitored by PM and parents informed
Poor behaviour persists	Parents invited in
Poor behaviour persists further	Refer to SLT Link
Fighting	Consider action needed
Smoking	Contact home and detention
Deliberate damage to school property/another student's property	Refer to SLT Contact home Payment for damage Consider outside agency involvement (Police, YIS etc.)
Persistent use of foul language	Consider action needed
Persistent contravention of uniform	Contact parents requesting problem to be solved Invitation to attend meeting if necessary
Assault on a pupil	Consider action
Theft	Contact Parents. Consider further action
Late to school (persistent)	Detention with PM
Failure to attend late detention	PM detention
Failure to attend Faculty detention	PM detention

Dealt with by SLT:

Session truancy (2 or more lessons)	Ready to Learn
Fighting (referred by PM)	Ready to Learn / Consider further action. May lead to fixed term or permanent exclusion
Swearing at a member of staff	Use of on call and consider further action. May lead to fixed term or permanent exclusion
Physical threat to member of staff	Use of on call and consider further action. May lead to fixed term or permanent exclusion
Serious assault on another pupil	Consider further action. May lead to fixed term or permanent exclusion
Possession of an illegal substance	Consider further action. May lead to fixed term or permanent exclusion
Possession of an offensive weapon or supply of an illegal substance	May lead to permanent exclusion

On call should only be used in cases of a serious health and safety risk or after internal withdrawal.

All bullying including cyber-bullying will be dealt with under the school's anti-bullying policy. Exclusion will be used as per appropriate Welsh Government Documentation

Restorative approaches

Restorative discussions and meetings that are more formal can form a core part of repairing damage to trust between staff and learners. These discussions should be held as soon as possible after the behaviour event and the application of any sanctions.

Formal restorative meetings can be structured in the following way:

1. What happened?
2. What was each party thinking?
3. Who feels harmed and why?
4. What have each party thought since?
5. What behaviours will each of us show next time?
6. Reaffirm your commitment to building a trusting relationship.

However, a short discussion can be equally beneficial, especially when limited time is available. Staff at will take responsibility for leading restorative discussions and/or meetings, Middle or Senior Leaders will support when requested.

DETENTION SYSTEM

Teacher/ form tutor detentions are to be given at break time or lunchtime are to last no more than 10 minutes. The member of staff issuing the detention instructs the pupil to record it in their homework diary and on SIMS.

If a pupil fails to attend then they have one opportunity for it to be rescheduled by the teacher who issued it. If a pupil does not attend the rescheduled detention, then they are placed in AOLE detention.

If a pupil attends late to school they will attend a detention with their Progress Manager, if they fail to attend this detention they will be placed in Ready to Learn.

If a pupil fails to attend a lesson the teacher or Director of Learning for the subject will set a detention. If the pupil fails to attend this detention, they will spend a period in Ready to Learn.

If a pupil fails to attend a session (2 lessons or more), they will be placed in Ready to Learn.

(Please see flow charts documenting this process)

It is vital that ALL detentions are logged on SIMS and that their attendance or non-attendance is recorded at the time of the detention.

Students who are on a 'virtual' report card will report to the Progress Managers' Office at morning break time. They will complete any detentions which have been set at that point and these have priority over all other detentions, but staff should still log their personal detentions in the detention log on SIMS.

Students should record all detentions in their homework diary.

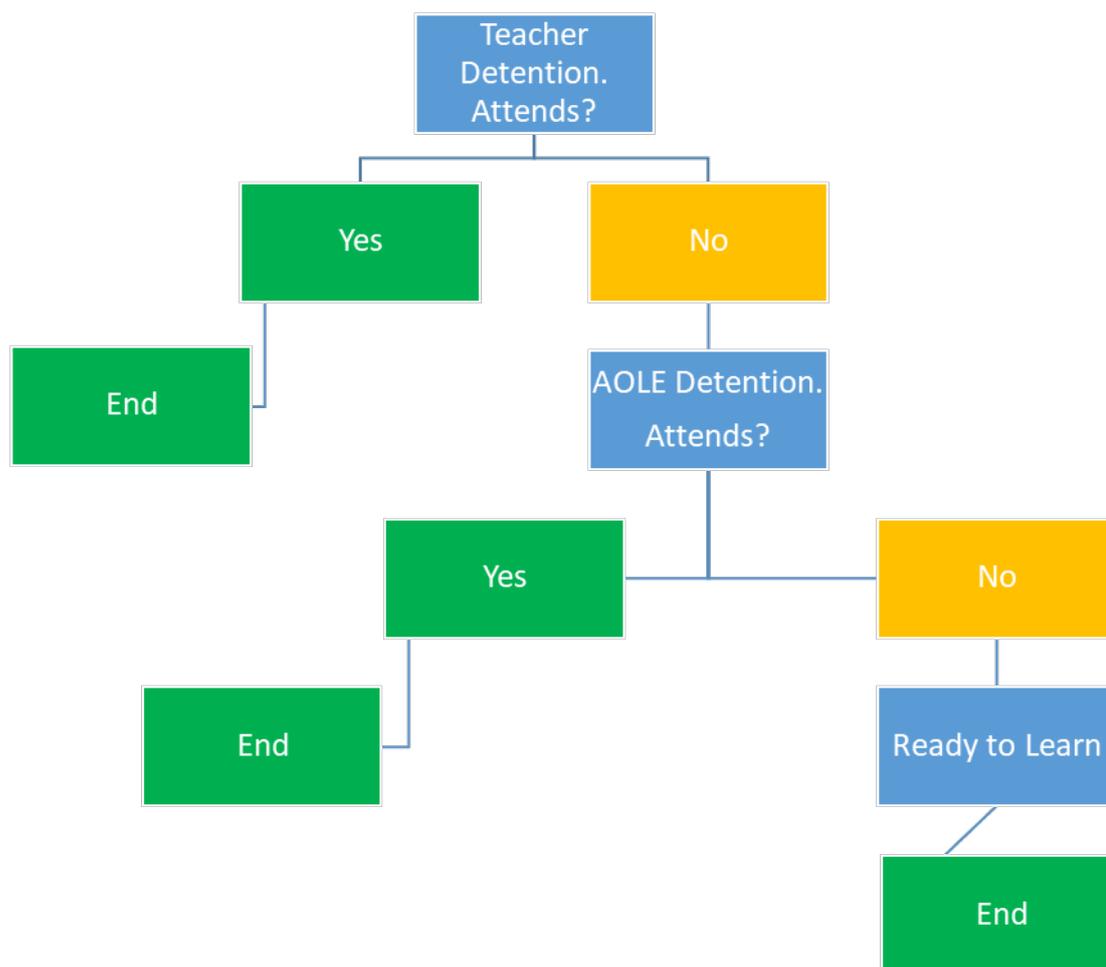
Late to school detention

These detentions are for late arrival at school without valid reason. They will be entered on the system by the office staff and the detention will take place with during break time. Failure to attend this detention will result in a period in Ready to Learn. Staff must always inform Pupil Reception when pupils arrive late for school without having been previously 'signed in'.

Truancy detention

Truancy a single lesson will result in a personal detention with by the subject teacher and/or Director of Learning. Truancy a session (2 or more lessons), will result in a period in Ready to Learn.

It is the responsibility of the subject teacher to ensure that a pupil truancy copies/catches up all work missed.



Internal Withdrawal

Internal withdrawal should only be used when a pupil does not respond appropriately to the full range of classroom strategies. The pupil should be sent with their work and an email to the receiving teacher and an appropriate sanction issued. Directors of Learning (Secondary Phase) and the Assistant Headteacher in charge of the Primary Phase are responsible for producing internal withdrawal timetables.

On Call

On call should only be used for very serious breaches of the code of conduct or when classroom strategies and internal withdrawal have proved to be unsuccessful. Staff requiring a call out should either e-mail oncall@llanfyllin.powys.sch.uk or phone reception. Pupils may also be sent to reception with a note in the case of an emergency. The appropriate member of staff responding to call outs will decide whether to reintegrate the pupil into the lesson or to remove the pupil to 'Ready to Learn' (RTL). An appropriate sanction must always be applied following discussion between the class teacher and the member of staff responding to the call out.

Ready to Learn Room (RTL) (Year 6 + only)

A pupil should only be removed from a lesson to RTL when all other strategies have been exhausted. Pupils will write a letter of apology before either completing work from the lesson or work provided by consequences staff. The member of staff on duty in RTL will record the child's name, the reason for consequences and the name of the SLT member who referred them to RTL. The pupil's parents are phoned and mobile phones placed on the staff desk. Pupils must never be left alone in the RTL room and should be in full view of the member of staff and throughout their stay.

Roles and Responsibilities

Promoting positive behaviour is the responsibility of the school community as a whole. If it is to be implemented comprehensively, it should also define specific roles, including that of:

- a) the **governing body** in defining the principles underlying the school's behaviour and attendance policy.
- b) the **head teacher** in framing a policy which establishes an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race and disability equality, and, with other members of the senior leadership team, organising support for implementing the policy;
- c) **staff** (including support staff and volunteers as well as teachers) in ensuring that the policy is consistently and fairly applied, including to all groups and communities, that pupils are taught how to behave well and are encouraged to attend punctually and regularly. As well as providing mutual support and in modelling the high standards of behaviour and punctuality expected from pupils;
- d) the **governing body, head teacher and staff** in ensuring that all aspects of the school's behaviour and attendance policy and its application promote equality for all pupils. This should be backed up by monitoring of rewards and sanctions, to ensure that their distribution does not detract from equal opportunities principles.
- e) **pupils** in shaping and promoting the school's code of conduct and supporting staff and other pupils. This could include being involved in peer mediation and counselling schemes, as well as reporting incidents of bullying, and other misbehaviour or reasons for truancy. Effective policies pay attention to the pupils' priorities and draw upon consultation with them. School councils have a key role to play and in particular would usefully raise the issue of bullying each year and discuss the progress that has been made in tackling it;
- f) **parents and carers** in taking responsibility for their child's attendance and their behaviour inside and outside the school working in partnership with the school to maintain high standards of behaviour and attendance, and in contributing to the policy through consultation;
- g) key **LA Officers** such as education welfare officers assigned to the school and members of behaviour support services in their role as advisers supporting the behaviour and attendance of all pupils and specialised support work for individual pupils; and
- h) the **school's partners** in external organisations such as social services, health services, Careers Wales, the police and voluntary organisations.

Tips when dealing with challenging behaviour

Strategies involving audio, visual and kinaesthetic learning for dealing with pupils who have challenging behaviour and crave attention.

- 1) Don't take for granted the little things; praise the ordinary to ensure basic rules continue to be followed.
- 2) Negative comments breed poor behaviour. Instead take every opportunity to focus on their strengths, be proactive –catch them doing good things.
- 3) Use gestures clear non-verbal signs for e.g. chewing gum out, quieten down.
- 4) Talk, engage and take an interest, talk and listen genuinely to have a positive conversation.
- 5) Always offer them a way out, a chance to apologise and a calm resolution. Never leave them without a choice; backed into a corner, the natural human reaction is 'fight or flight'. They will be aggressive or run away.
- 6) Whisper to them individually when possible, always including a positive comment and then leave their personal space quickly. You've left so there's no opportunity of a come back for them and they don't get attention from the rest of the class.
- 7) Ask if they're all right when they're doing something wrong –don't focus on the negative e.g. 'Are you all right Sam? Put the mobile away.' Avoids conflict.
- 8) Praise good pupils, allowing others to learn from their peers e.g. 'Sam, do you notice how Tom and the rest of the group have put down their pens to listen, can you do the same please.' The pupil is encouraged to join so that he can also be praised.
- 9) Let pupils reinforce the rules themselves. Agreements must define borders of behaviour. Ask the pupils 'What's our rule about coats in the classroom?'
- 10) If doing something wrong, use their name, pause and say 'thank you'. The praise at the end assumes it is done, the pause allows them to look at you and you must make eye contact with them. Using body language and gesture means you don't need to tell them what to do (they know anyway!).
- 11) Give them choice e.g. 'Sam, if you eat sweets in the lesson you'll stay behind, if you don't eat sweets in the lesson you can go on time. You decide.' Make sure they have options and are aware of the consequences, which must, without exception, be followed through.
- 12) Allow them to act without being told e.g. 'Sam, what should you be doing?'
- 13) When faced with negative comments don't give them any attention e.g. If a pupil said 'Miss, I hate you,' reply: 'Maybe you do Sam but just at this moment I'd like you to get on with your work.' This avoids conflict because you agree with them. Remember that you can't make anybody do anything they don't want to

Appendix 1

The Travel Guide

Your Responsibility

- Always respect others, including other learners, drivers and the public
- Always respect vehicles and property
- Always be polite
- Never drop litter
- Always obey the law

Your Safety

- Always behave well throughout your journey
- Always follow the driver's instructions when travelling
- You must not distract other drivers
- Always cross the road safely and sensibly
- Always travel by a safe route

Your Rights

- To be safe when travelling
- To be treated fairly and with respect
- To tell someone if somebody or something is causing you problems
- Not to be bullied or picked on

School Bus Travel Behaviour Code

[school-bus-travel-behaviour-code-a4.pdf \(gov.wales\)](#)

- When the bus arrives, wait for it to stop before boarding
- Get on and off the bus carefully – pushing or rushing can cause accidents
- Always wear your seat belt and stay in your seat for the whole journey – it could save your life
- On a school bus, stay in your seat for the whole journey
- On a public bus, find a seat if one is available
- Store your bag or other belongings safely and out of anyone's way
- Let the driver drive without distraction during the journey
- Take care of the bus
- Never spit or smoke
- Never be rude to other learners or the driver
- Never interfere with driver controls or safety equipment
- Never throw anything in or from the bus
- Only operate the bus doors or exits in an emergency and don't get off the bus until it has stopped • Always follow the instructions of the driver or passenger assistant
- If there is an accident, stay on the bus until you are told to leave – but leave the bus by the safest exit if it is unsafe to stay on the bus
- When crossing the road find a safe place where you can be seen by all other drivers
- Please tell a teacher, parent or driver about any bad behaviour you see