Pupil Behaviour Policy

Positive Attitudes and Readiness to Learn

Aim

Bro Ogwr is 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 a heavy emphasis on respectful behaviour, partnership approach to managing core behaviour and dynamic interventions that support staff and learners.

We aim to:

- Create a culture of exceptionally good behaviour for learning for community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community that values kindness, care, good humour, good temper, and empathy towards others.
- To promote community cohesion through improved relationships.
- Ensure that excellent behaviour is a minimum expectation.

This policy will:

- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people within the school community in regards to the school expectations.
- Outline our system of rewards and sanctions.

Roles & Responsibilities

The Governing Body is responsible for monitoring this policy's effectiveness and for holding the Head Teacher and Senior Leadership Team to account for its implementation.

The Head Teacher and Senior Leadership Team are responsible for reviewing and approving this policy. The Head Teacher and Senior Leadership Team will ensure that the school environment encourages positive behaviour, that staff deal effectively with poor behaviour and will monitor how the policy is implemented to ensure consistent application of rewards and consequences / sanctions.

Staff are responsible for:

- Implementing this policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The exemplification of prevention rather than sanction.

The SLT will support staff in responding to behavioural incidents.

Parents are expected to:

- Support their child in adhering to the School Rules and Arferion Ardderchog.
- Inform the school of any changes in circumstance that may affect their child's behaviour
- Discuss any behavioural concerns with the Class Teacher promptly
- Abide by the Parent's Code of Conduct.

Pupils are expected to:

- Follow school rules.
- Abide by the Arferion Ardderchog (Relentless Routines)

Behaviour management

Teaching and support staff are responsible for setting the tone and context for behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and discuss the school rules in order that it is exemplified as relevant to the age of the children in the class.
- Develop a positive relationship with pupils which will include:
  Greeting pupils
  Establishing clear routines
  Communicating expectations of behaviour in ways other than verbally
  Highlighting, praising and promoting good behaviour
  Concluding the day positively and starting the next day afresh
  Having a plan for dealing with low-level disruption
  Using positive reinforcement
- Follow Team Teach training guidelines if required.

All staff will

- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Be calm and seek prevention before sanction
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- All staff will be responsible for all behaviours across all learners.
- Resist endless discussions around behaviour and spend our energy returning learners to their learning.
- Display the behaviour thermometers as guidelines to help pupils take responsibility for their actions and understand the resulting consequences.

Senior leaders

- Are not expected to deal with behaviour referrals in isolation. They are to stand alongside colleagues to support, guide, model and show a unified consistency to learners.
- Be a visible presence around the school to encourage appropriate conduct
- Support colleagues in returning learners to learning by sitting in on reparation meetings and supporting teachers in conversations
- Encourage use of positive communication with parents
- Ensure staff training needs are identified and met
- Use behaviour data for their phase to target and assess interventions
- Ensure that procedures are followed and all avenues explored before escalating
- Escalate to HT, DHT and ALNCo if appropriate
- Ensure that HT is kept updated of incidences

Head Teacher, Deputy Headteacher and ALNCo

- Be a visible presence around the school to encourage appropriate conduct
- Regularly share good practice
- Support senior leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

Escalated Cases
      Investigations will be undertaken and discussions will be held to decide on the next course of action which may include:

- Meeting with parents
- Referral to appropriate support agencies
- Referral to external agencies
- Exclusion

Supporting Documentation:

Physical restraint - Refer to Team Teach guidelines

Pupil support - Refer to ALN policy

Parental Expectations - Refer to Parents Code of Conduct

Anti-Bullying Policy

Staff are provided with in house and up to date training on managing behaviour when required. Behaviour management forms part of continuing professional development through regular evaluation and reminders through staff briefings.

This policy will be monitored annually and reviewed every three years.

Pupil Behaviour Thermometer
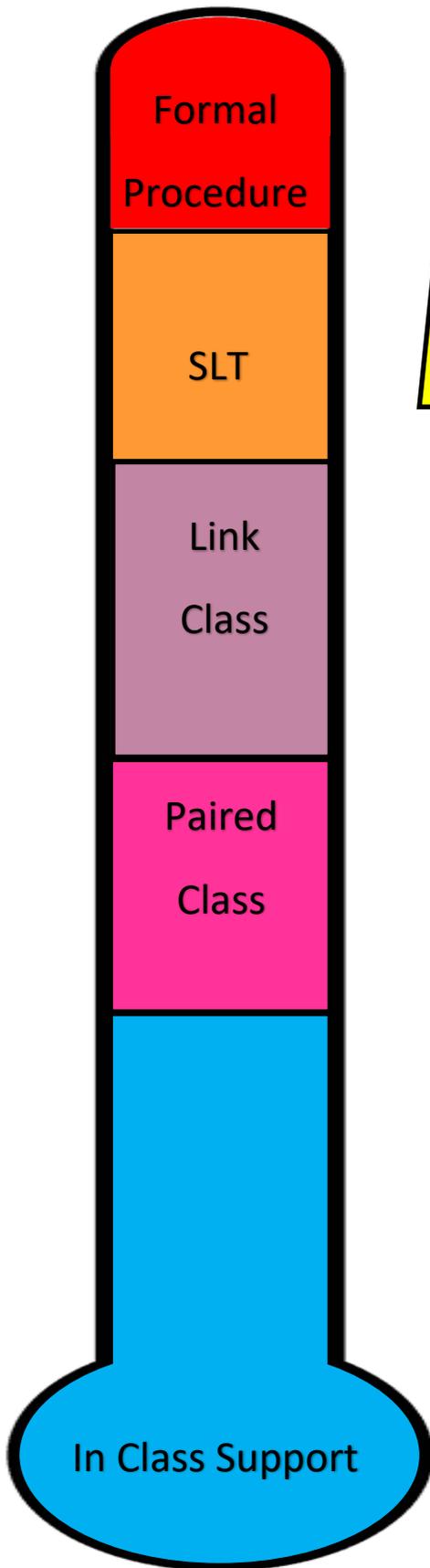
Formal Procedure
Persistent behaviour requiring HT, DHT and ALNCo

SLT
Physical aggression against staff

Severe / persistent physical aggression against child / children

Leaving school without permission

Loss of control / extreme behaviour

Persistent bullying / Racist comments

Continuing the behaviour in link class

Link Class
Persistent physical aggression to another child / children

Bullying / Racist comments

Persistently leaving the classroom without permission

Continuing the behaviour in pink steps

Paired Class
Physical aggression to another child / children

Leaving the classroom without permission

Refusal to follow instructions

Continuing the behaviour in blue steps

In Class Support
Not conforming to:

1. School rules

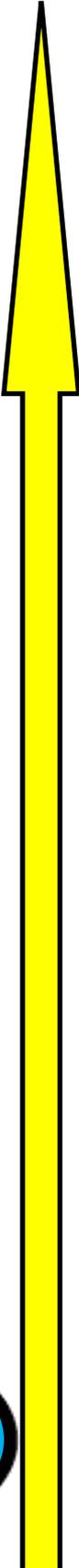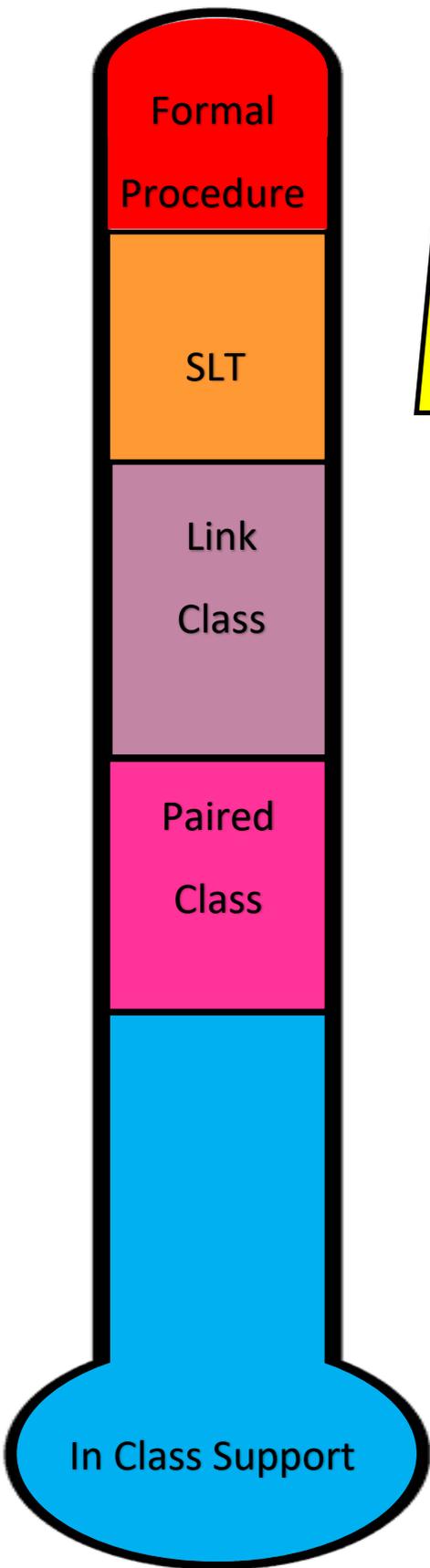2. Relentless routines

For example,

Running in school, Answering back, Distracting others,

Not getting on with work, Low level disruption, Calling out, Not participating, Talking, Fidgeting, inappropriate/disruptive noises

Staff Guidance Thermometer

Thermometer	Guidance
Formal Procedure	Exclusion
	External and appropriate agencies
SLT	If the behaviour continues / is repeated next step is explained, letter / phone call to parents requesting a meeting with Class Teacher and Senior Leader to explain the risk of external exclusion
	Class Teacher and Senior Leader meet parents and pupil is put on Home School Contact Book
	Phone call home / meeting with parents
Link Class	If the behaviour continues next step is explained
	Arrange meeting with parents + Class Teacher
	Implement specific behaviour management strategies
	Move to link class for the rest of the day
Paired Class	If the behaviour continues next step is explained
	Phone call to alert parents
	Incident logged in class handbooks
	Move to paired class for the rest of the day
In Class Support	Phone call home if happening persistently
	Loss of breaktime
	Verbal warning that if the right choices are not made pupil will move up to the next section
	Move pupil to sit alone
	Reminder to pupil about behaviour choices
	Verbal warning—say pupil's name
	Praise another pupil's good behaviour
	Eye contact
	Non-verbal warning e.g. stand by pupil