

# Ysgol Mynydd Isa



## Behaviour Policy

Signed By Chair of Governors:

*A.Davies*

Signed By Headteacher:

*R.Collett*

A handwritten signature in black ink, appearing to read 'R. Collett', is placed over a light grey rectangular background.

Date Approved: 20/6/19

*Review: Summer term 2022*

# **Behaviour Policy**

## **Behaviour for excellent teaching and learning**

### **1. Policy statement**

Ysgol Mynydd Isa 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, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

### **2. Aim of the policy**

- To create a culture of excellent behaviour.
- To promote good relationships and ensure that all pupils are treated fairly and shown respect.
- To refuse to give pupils attention and importance for poor conduct.
- To help pupils take control of their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

### **3. Purpose of the policy**

To provide simple, practical procedures for staff and pupils that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

## **Our agreed approach**

### **How will staff behave?**

1. Calmly.
2. Consistently.
3. Positively.

### **School Rules**

1. **Ready**-*Behaving in the correct way for the lesson*
2. **Respectful** - *valuing self, others and the community e.g polite/kind words/taking turns/holding doors*
3. **Safe**-*Everyone needs to feel safe and stay safe in school*

### **Pivotal consistencies**

#### **We will:**

1. Give first attention to best conduct – celebrate successes.
2. Relentless Routines - Be calm and give 'take up time'.
3. Follow up every time.

#### **All staff**

1. Will meet and greet pupils.
2. Will give first attention to best conduct.
3. Will refer to 'Ready, Respectful, Safe)'.

#### **Middle leaders**

1. Will meet and greet and be visible around school to encourage appropriate conduct.
2. Support staff in returning pupils to learning by supporting staff in restorative conversations where necessary.
3. Will regularly celebrate pupil and staff successes.

#### **Senior leaders**

1. Will regularly share good practice and celebrate successes.
2. Will support staff in managing pupils with more complex or entrenched negative behaviours.
3. Will regularly review provision for pupils who fall beyond the range of written policies.

#### **Recognising conduct that is 'over and above'**

1. Allocate Dojo points.
2. Recognise with other rewards e.g. certificates, stickers, celebration assemblies.
3. Communicate with parents

### **Structure for every classroom/teaching space**

1. Meet and greet every child personally.
2. Relentless routines.
3. Give first attention to best conduct.

### **Support beyond the classroom**

1. Sharing good practice and good news.
2. Training and support for all staff in managing behaviour.
3. Support with restorative conversations.

### **Alternatives to exclusion**

*\*Except for extreme incidents, exclusion is a last resort when other strategies have been exhausted.*

1. Pupils with more complex and profound behaviour difficulties will have an IEP/B or PSP outlining specific strategies for support.
2. Internal Referral - referred internally to another space for the remainder of the lesson.
3. Regular progress meetings with parents/agencies to evaluate, review and move forward positively.

Consistency lies in the behaviour of adults and not simply in the application of procedure. When pupils feel treated as valued individuals they respect adults and accept their authority.

### **All staff**

Praise in public-Reprimand in private.

Refer to 'Ready **Safe, Respectful, Safe**'.

**Model** positive behaviours and build relationships.

**Plan** lessons that engage, challenge and meet the needs of all pupils.

Ensure **praise** outweighs anything negative by at least a 5:1 ratio.

**Meet and greet** at the door.

Be **calm** and give 'take up time' when going through the steps.

Prevent before sanctions.

**Follow up** every time, retain ownership and engage in reflective dialogue with pupils.

Will develop and review **one page profiles** for pupils with more complex behavioural issues.

Encourage '**fantastic walking**' when pupils move around the school.

## **Middle leaders**

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Behaviour is a collective responsibility in our school.

### **Middle leaders will:**

Support staff in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations with pupils where necessary

Regularly celebrate staff and pupils whose efforts go above and beyond expectations

Encourage use of Positive Notes, messages and Positive Phone Calls

Regularly share good practice within the department

Ensure staff training needs are identified and targeted

Use behaviour data to target and assess interventions

Make sure that the 'buck stops here'

## **Senior leaders**

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

### **Senior leaders will:**

Celebrate staff, leaders and pupils whose effort goes above and beyond expectations

Regularly share good practice

Support staff in managing pupils with more complex behaviours.

Use behaviour data to target and assess school-wide behaviour policy and practice

Regularly review provision for pupils who fall beyond the range of written policies

Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

## **Recognition and rewards for effort**

We recognise and reward pupils who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

**'It is not what you give but the way that you give it that counts.'**

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including relationships with learners who are the hardest to reach.

### **School level**

1. Recognise conduct that goes above and beyond
2. Praising children – Dojo points etc
3. Celebration Service

### **Classroom level**

1. First attention to best conduct
2. Names on the board
3. Messages home & phone calls home

### **Personal level**

1. Smile/Thumbs up/handshake
2. Quiet word of praise/thanks
3. Communicate to parents

### **Classroom/teaching space**

Engagement with learning is always the primary aim. For the vast majority of pupils a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a pupil is out of your lesson is one where they are not learning.

Our stepped intervention approach should take individual needs into account whenever necessary. Praise the behaviour you want to see.

## Appendices

### **Practical steps in managing and modifying poor behaviour**

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Stepped intervention approach to be used.

#### **The reminder-First Chance**

A reminder of the expectations for learners to be **Ready, Respectful, Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing.

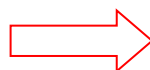
#### **The caution-Last Chance**

A clear verbal caution delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

### **Stepped sanctions to help manage behaviour**

Ready      Respectful      Safe

First Chance



Script Starters

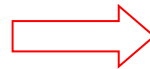
I've noticed...      Be that as it  
may...  
I need you to...thank you.  
I understand...

Last Chance



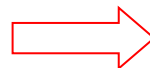
Script Starters

Time Out



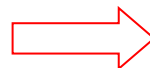
Up to 5 minutes

Consequence



-Task/Restorative reflection will be undertaken at the nearest appropriate time e.g. Break/lunchtime.  
-Where appropriate tasks may also be sent home for completion. (Parents will be informed).  
-Sent to Year Leader/ Deputy/ Head

Moving On



**Four Questions**  
What happened? How did you/others feel? What could you do to put it right? What would you do next time?

### Being Fair with sanctions

- Learners must not be able to reduce consequences or sanctions.
- Teachers must not take away rewards that have need given.
- Not making deals with sanctions.
- Negative sanctions must be proportionate..
- Whole class punishments are unfair.
- Try not to invent punishment on the spot. Take time to consider the next steps.



- When you give any kind of negative consequence make sure you tell the learner!
- New day clean sheet, every time.
- Don't jump sanction steps or accelerate through sanctions.

## The approach

1. Gentle approach, personal, non-threatening, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for desired behaviour.
4. Walk away; allow the learner time to decide what to do next. If there are comments as you walk away.(Follow up as part of restorative process-moving on.
5. Look around the room and catch somebody following the rules.

### Assertive Structures:

#### Assumed Close

away

#### Take up time

tools left

#### Choice (implied rather than implicit)

clean up

#### Closed requests

side

#### Unreserved enthusiasm

'Thank you for' - listening straight

'I expect' – to see all of the  
neatly on the table

'I know you will' – help Fred to  
the water

'You need to' – speak to me at the  
of the room

'We will' try again tomorrow

### Fogging Techniques

#### Student

'It wasn't me'

'But they were doing the same thing'

'I was only...'

'You are not being fair...'

unfair...'

'It's boring'

You are a .....(name calling)

that...' or

having a bad

#### Adult

'I hear what you are saying...'

'I understand...'

Maybe you were...and yet...'

'Yes sometimes I may appear

'Be that as it may...'

'There may be some truth in

'I am sorry that you are  
day'.

### Restorative Scripted Conversation, 4 key questions/points:

- What happened?
- How did you/others feel?
- What could you do to put it right?
- What would you do next time?

**Reaffirm your commitment to building a trusting relationship – *thank them for listening.***