

BEHAVIOUR & REWARDS POLICY

September 2022

| To | Date |
|-------------------------------|-----------------------|
| Governors Ratification | <i>September 2022</i> |
| Next Review | <i>September 2023</i> |

YSGOL BRYN ELIAN BEHAVIOUR POLICY

The school's Behaviour Policy, to include the praise and rewards schemes, fall into the **SIMS Behaviour and Achievement** programme.

The School's position statement

The school has drawn on the following publications to develop its **SIMS Behaviour and Achievement** Rewards and Behaviour Policy:

- The school applies the principles and practices set out in Welsh Assembly Government Circular 01/04 - Pupil Support and Social Inclusion
- School discipline and behaviour policies – A guidance for schools
- Behaviour management training – a guide ESTYN 2007
- Education and Inspections Act 2006 (in place 2007)
- All Wales Attendance and behaviour strategy (2009)
- WG Learner Travel Measure 2008
- Exclusions from schools and PRU 081/2012

The School motto - **Achievement for All** - reflects our commitment to developing confident and competent young adults prepared to enter Higher Education or the world of work with the appropriate personal, social and academic skills. Our **SIMS Behaviour and Achievement** behaviour policy must provide a fair, consistent and constructive framework for this development.

Achievement for All and an ethos of encouragement are central to the **SIMS Behaviour and Achievement** programme. Students are encouraged and helped to realise that good behaviour is valued and there is an emphasis on praise.

The Ysgol Bryn Elian **SIMS Behaviour and Achievement** Policy is heavily underpinned by the **Achievement for All** motto and therefore the school:

- Seeks to create a positive ethos where there is an emphasis on success and potential, and where all individuals and their achievements are valued and celebrated
- Has high expectations of its students, teachers and other members of the school community to ensure that the school both enhances and contributes to the community in which it exists
- Provides through a broad, balanced, differentiated curriculum in a stimulating, safe and enjoyable learning environment which recognises the differing needs of learners
- Actively seeks to identify, assess and provide for students with Special Educational Needs, including those who exhibit emotional and behavioural difficulties
- Has clearly defined standards of behaviour which are understood by students and consistently applied throughout the school
- Provides effective structures to respond to disciplinary incidents which are firm, fair, clear and consistent
- Believes that learners learn best in well-ordered environments where boundaries are clear.

Aims of the SIMS Behaviour and Achievement policy

In order to ensure that effective teaching and learning takes place for all students in the school the policy has the following over-riding aims:

1. To promote good behaviour and discipline amongst students.
2. To encourage and promote student self-discipline and self-esteem in all aspects of their development
3. To clearly define acceptable and non-acceptable student behaviour in the school
4. To create a positive school ethos that celebrates all achievements and provides a common rewards system.
5. To encourage consistency of response to both positive and negative behaviour.
6. To provide a safe environment free from disruption, violence, bullying and any form of harassment.
7. To ensure that appropriate procedures and support are provided for students with serious behaviour and learning needs.
8. To create a school ethos that respects all members of the school community.
9. To encourage all partners, namely staff, learners and parents, to abide by the home-school agreement.

The defining of Acceptable and unacceptable behaviour

Acceptable Behaviour

- Behaviour which demonstrates cooperation and consideration for other students in terms of their learning and of relationships with other students within classrooms within the school and within the community.
- Behaviour which demonstrates courtesy towards teachers, other school staff, visitors and students.

Unacceptable Behaviour

- Behaviour which includes: failure to comply with instructions, name-calling, verbal abuse, threatening language, aggression or intimidation, physical abuse, harassment, including racist, sexist and homophobic abuse and bullying.
- Certain actions / decisions / failures will lead to consequences. The responsibility for avoiding consequences will lie with the rule-break.

Consequences are not negotiable!

Roles and Responsibilities

Governors:

- Promote good behaviour and keep the Policy under review
- Communicate to students and parents their expectations for good behaviour
- Support the Headteacher in maintaining high standards of behaviour

Headteacher, Senior Leadership Team:

- Promote and implement the Policy
- Manage the day-to-day procedures
- Support the staff who are faced with challenging behaviour
- Make clear to students how acceptable standards of behaviour can be achieved
- Communicate with parents where necessary

Learning Managers and their Learning Mentors:

- Give students advice on how to behave acceptably and to modify poor behaviour
- Give students advice on how to support others in generating good behaviour
- Give students time to discuss their feelings, offering support and guidance
- Communicate with parents

Teachers & Teaching Assistants:

- Consistently and fairly apply the sanctions
- Give support to other colleagues in the implementation of this Policy
- Create a high quality learning environment, teaching good behaviour, recognising and rewarding good behaviour
- Make clear to students how acceptable standards can be achieved

Parents:

- Take responsibility for the child's behaviour, both inside and outside the school
- Work in partnership with the school to maintain high standards of good behaviour
- Make clear to the child what is and what is not acceptable
- Reward good behaviour and apply sanctions for inappropriate behaviour
- Promote courtesy and cooperation and consideration for other learners and members of the community

Students:

- Take responsibility for own behaviour
- Take responsibility by not supporting incidents of disruption and poor behaviour
- Take responsibility for reporting incidents of violence or bullying

Expectation of Classroom Behaviour – a more detailed account.

Appendix 1 gives hints and tips on classroom management.

These expectations will be discussed during tutor sessions at the beginning of an academic year

Expectations at the start of lessons:

- Arrive on time and line up outside the room quietly and without obstructing the corridor.
- Enter only with the teacher's permission and stand behind your allocated seat
- Where rooms have coat pegs, use them as directed by the teacher.
- Take out books, pens, student planner and equipment.
- Remain silent, except to answer your name when the register is called.

During lessons:

- You must have all necessary equipment with you including your school diary, writing equipment and all necessary books and folders.
- Listen attentively to the teacher or to the person that the teacher has invited to speak.
- When asked a question, raise your hand **and wait** if you wish to answer.
- In group work, you are expected to work co-operatively and quietly. The group should benefit from your being part of it and not suffer because you are there.
- Chewing, eating and drinking are all forbidden in lessons.
- Do not expect to leave lessons to go to the toilet. You will not be allowed to go during any lesson that immediately follows a break. Please do not ask, unless you have a medical note

End of Lesson:

- The bell is a signal for the teacher. Continue working until told to stop and pack up.
- Make sure that you have recorded all homework and the date it is due carefully and accurately.
- Stand quietly behind your chair which should be carefully put under your desk and wait until dismissed before you move.
- The classroom should be left clean and tidy for the next class.
- Leave the lesson; proceed quickly and quietly to your next lesson using the one way system.

Behaviour in and around the School.

Exemplary behaviour is expected of all students at all times and simplified codes of conduct are displayed prominently around the school, both in classrooms and in corridors. These codes are found at the back of the policy in Appendix A

SIMS Behaviour and Achievement disciplinary procedures

The **SIMS Behaviour and Achievement** is a transparent, staged response to student misbehaviour. Each level in turn responds to increasing disruptive behaviour. Intervention takes the form of both punitive and restorative measures, including praise and rewards to aid the students in addressing their behaviour.

Included within the staged process are indicators of initiating staff. This gives a clear guide as to the level of intervention expected of classroom staff, Heads of Departments, Learning Managers and the Senior Leadership Team.

SIMS Behaviour and Achievement reports

As a staged response to learner misbehaviour there are several reports associated with the **SIMS Behaviour and Achievement** system. With each report, the level of monitoring increases as does the severity of the consequences of not modifying poor behaviour. This can be demonstrated by visual bar charts with every homepage of each member of staff monitoring a particular set of learners that they work with i.e. Form tutor, Departments, years groups.

Reports are:

Departmental reports – issued following referral from the classroom teacher to a Head of Department of continual disruptive behaviour.

Learning Manager's report – issued following concerns from several subject areas.

Senior Leadership Team report – Issued following: a serious incident; failure to thrive following a sustained period on Learning Manager's report or as part of a PSP.

Note* All reports are point based giving each individual learner a points target for that day to try and achieve.

Uniform Infringement report – Issued any member of the teaching staff / Learning mentors when a learner is out of uniform. See *uniform flowchart Appendix 3*.

Detentions

Subject teachers may issue detentions to students who do not co-operate with the SIMS Behaviour and Reward classroom code during break or lunch time. When a lunchtime detention is issued staff should ensure that there is enough time available for a learner to have time to consume lunch and likewise at break, time should be allowed for a drink. Detentions should be logged on the SIMS Behaviour and Reward system.

Staff should also expect students to turn up to detentions. Failure to do so may result in a Department Detention or after school detention, referred to as School Detention.

School Detentions run on a Monday and Wednesday for all year groups and take place in the cafeteria. They run from 2.45 – 3.45pm. 24 hours' notice must be given to parents. Letters of correspondence to parents informing them of an after school detention available on the SIMS Behaviour and Reward system.

Supervising staff must check which learners from each year group are in School Detention and take a register accordingly. Staff issuing detentions are responsible for chasing up non-attendance. Failure to turn up to two consecutive school detentions may result in referral to the Headteacher's detention which runs on a Friday. Learning Mentors will have a responsibility to check detention registers.

Failure to turn up to the Headteacher's detention will result in a session in the Referral area.

Referral Area

The referral area is a section of school where students who are internally excluded are housed.

Despite our best efforts, occasionally a learner is a real nuisance in a lesson and may prevent other learners from learning in a calm and ordered atmosphere. In these instances the SIMS Behaviour and Reward procedures are put in place. However as repeated incidents involving the same learner may occasionally occur, the student is sent to Referral.

Referral is staffed all day and where possible students carry on with work from their normal timetable. The Referral Room has a bank of work for each curriculum area.

Only members of the Senior Leadership Team can authorise a student to go to the Referral Room. Members of the teaching staff and the Learning Mentors can make representation to members of SLT as to why a student should be placed in Referral but the ultimate decision lies with the SLT member.

To be sent to Referral is an extremely serious matter, and except in unusual circumstances parents will be informed that their child has spent time in referral and a grave indiscipline has occurred.

Pupil Support Centre

The school has a Specialist Pupil Support Centre to address specific emotional and behavioural issues of targeted individuals.

Addressing the Issues

It is identified that a significant obstruction to learning is disruption caused by individuals displaying disaffection, social, educational and behavioural difficulties.

It is vital to the success of the school that parents are confident that when they send their children to Ysgol Bryn Elian, they will receive a high standard of uninterrupted education.

The Pupil Support Centre is a specialist department situated in a strategic area within school to enable medium to long term teaching and support programmes to be developed. These programmes are focussed towards individual learners and small groups who contribute to the interruption of quality teaching and learning.

Rationale

The Pupil Support Centre is a merging of resources that result in a specially devised curriculum and support programme being developed for individual learners.

Learners will be supported through their difficulties and reintegration into the school environment will be facilitated.

This is achieved by good quality teaching, behaviour management and appropriate support on a 1-1 and small group basis.

There is an opportunity to utilise outreach support via a multi-agency approach and parental agreement and involvement is seen as vital to the success of the initiative.

The PSC is an environment where learners who exhibit problems that are not solved by the earlier stages of behaviour management can spend time, receive appropriate intervention and support and access their curriculum entitlement.

This takes place away from the pressures of school life until such time as they can successfully re-join their peers and take full advantage of the opportunities available at Ysgol Bryn Elian.

Post reintegration, there is continuing support for the individual learners.

There is a clear entry and exit procedure which involves staff at Senior Leadership level. Emphasis is placed on reintegration and referral is not seen as a full time, long term initiative.

Primary Objectives

The primary objective of the Centre is to combat elements of dissatisfaction and behavioural problems that are being displayed by a small minority of learners.

The issues caused by such learners can result in their progress in school being significantly hindered. In addition, the progress of other learners can be affected, as can the morale of staff.

It is intended that learners who display such behaviour will receive intervention and support from staff in the Centre which will give them the opportunity to address the issues that their behaviour causes. This will be achieved as part of a carefully planned programme that includes accessing curricular activities. The combination of behavioural and curricular support will enhance the individual's chance of reintegrating successfully into mainstream school.

Exclusions – Fixed term and Permanent

The Use of Exclusion

A decision to exclude a student will be taken only:

- In response to serious breaches of the **SIMS Behaviour and Achievement** system

Once a range of alternative strategies through the have been tried and have failed

- If allowing the student to remain in school would seriously harm the education or welfare of the student or other students.

Before reaching a decision, the Headteacher will:

- Consider all the relevant facts and firm evidence to support the allegations made, and take into account the school's policy on equal opportunities. If there is doubt in the balance of probability that the student actually did what is alleged, the Headteacher should not exclude the student.
- Allow the student to give his/her version of events, either personally or through another appropriate member of staff.
- Check whether the incident appeared to be provoked by racial or sexual harassment;
- Consider the level of support the student has been given if they have identified learning or behaviour difficulties

Only the Headteacher can exclude a student from school, or the Deputy Headteachers in the case of the Headteacher's absence.

There are 3 levels of exclusion that the school uses:

- Internal exclusion through the Referral room*
- Fixed Term exclusion (students can be excluded from school for a maximum of 45 days).
- Permanent exclusion.

* The Referral Room can be authorised by all members of SLT whereas only the Headteacher or Deputies in the absence of the Head can authorise Fixed term or permanent exclusions

Investigating an Incident

- Serious incidents that may lead to exclusion need to be investigated by Heads of Departments, Learning Manager/Mentor or members of the Senior Leadership Team.
- Statements will need to be taken from the victim/perpetrator and any other key witnesses. Staff who witness incidents also need to write a statement.
- The students must be allowed to put their side of the story to the investigator.
- Parents of victim/perpetrator should be informed as soon as possible that the incident is being investigated and then subsequently of the outcome. Parents will also be asked if there are any mitigating circumstances before the decision to exclude is taken

Decision to Exclude

- Relevant staff who have investigated the incident will pass on the paperwork to the Headteacher.
- The Headteacher will make a decision on whether to exclude the child or not (referring to school behaviour policy).
- Parent will be informed by Letter and/or 'phone call

Providing Work for Excluded Students

- Staff will be informed of the exclusion period via the pastoral notice board in the main staffroom.
- Work should be forwarded to the Learning Mentor and arrangements made for the work to be collected from the school office by parents

For fixed-term exclusions of under 10 days.

- School will endeavour to immediately provide the fixed-term excluded learner with a variety of work from all department areas, allowing the learner to, where possible, follow their normal timetable. The aim of this is to maintain curriculum continuity for the individual.
- It is the parents' or guardians' responsibility to ensure that the work is completed while their child is excluded from school.

Examples of incidents where a learner may be excluded for 10 days or less are highlighted below. The list is not exhaustive:

- Fight / assault on another student
- Verbal abuse / threatening another student.
- Bullying following warning
- Racist/ homophobic abuse
- Damage / abuse of school property.
- Theft of school property.

For fixed-term exclusions of more than 10 days:

Again in order to maintain curriculum continuity the school will endeavour to provide adequate learning in the form of setting appropriate work, undertake marking and provide feedback on work completed.

For fixed-term exclusions of more than 10 days the school will convene a meeting within 10 days in order to determine the young person's needs, to plan to meet them and to act together in an inter-agency approach to attempt to prevent permanent exclusion. This will usually be in the form of a Pastoral Support Programme or where one is already in place, a review of the PSP.

Examples of incidents where a learner may be excluded for more than 10 days are highlighted below. The list is not exhaustive:

- Persistent bullying
- Serious vandalism to property or serious theft of school property
- Sexual harassment
- Serious sustained verbal abuse to staff

Re-admission Meetings

- A re-admission meeting will be held on the day of the student's return to school. The meeting time will be indicated on the exclusion letter.
- The re-admission meeting will be attended by the student, their parent or guardian and either the Headteacher or the Deputies or CS.
- The student should, ideally, not return until the meeting takes place.
- During the meeting targets will be discussed and the learner placed on a re-admission report.

Permanent Exclusion

The school will put several strategies in place to avoid permanent exclusion. Parts of these strategies could be in-house, such as the use of the Pupil Support Centre. In other cases the school will liaise and work closely with the County's Social Inclusion Service to arrange placements at Pupil Referral units, Alternative Education or through a Managed Transfer package to another school.

In the event that a permanent exclusion may be necessary, the following misdemeanours are likely to be considered serious enough to warrant such a course of action. The list is not exhaustive

- Serious actual or sustained threatened violence against another learner or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying a dangerous or offensive weapon.

Permanent Exclusion will also be considered for

- Persistent and defiant misbehaviour including bullying
- Possession and / or use of an illegal drug on school premises.
- Repeated numbers of Fixed term exclusions leading to more than 45 days in any one academic year

The role of the Governors in exclusions

The Discipline Committee

The Governing Body must establish a discipline committee, under the Education (School Government) (Wales) Regulations 1999.

The role of the Committee includes reviewing the use of exclusion within the school. The Committee has to be made up of three or five governors, drawn from members of the Governing Body and not including the Head Teacher.

On receiving notice of an exclusion from the Head Teacher:

The Chair:

- Must, in the case of one or more fixed-period exclusions totalling **five school days or less in any one term**, consider any representations from the parent and learner.
- Must, in the case of one or more fixed-period exclusions totalling **more than five but not more than 15 school days in any one term**, convene a meeting between the sixth and the 50th school day after receiving the notice of exclusion, to consider the exclusion, if the parent and/or learner requests a meeting.
- Must, in the case of a **permanent exclusion, or one or more fixed period exclusions (including lunchtimes) totalling more than 15 school days in any one term**, convene a meeting between the sixth and fifteenth school day after the date of receipt to consider the exclusion.

Travel Behaviour Code

Your safety is very important. You must behave responsibly and safely when travelling to and from school or college, whether you go there by bus, train, taxi, bicycle, walking or any other way. If you get a bus to school or college, you must also follow the rules in the School Bus Travel Behaviour Code.

If you do not follow this Code, for your own safety, and other people's, local authorities, schools and colleges can take action against you. This might involve taking away your right to school transport and even excluding you from school.

| <i>Your Responsibility</i> | <i>Your Safety</i> | <i>Your Rights</i> |
|--|---|--|
| <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• Always behave well when travelling.• Always follow the driver's instructions when travelling.• You must not distract drivers.• Always cross the road safely and sensibly.• Always travel by a safe route. | <ul style="list-style-type: none">• 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. |

Please tell a teacher, parent or driver about any bad behaviour or bullying you see.

School Bus Travel Behaviour Code

- When at the bus stop, always wait sensibly, off the road.
- Make an agreement with your parents what to do if the bus does not arrive or if you miss it.
- When the bus arrives, wait for it to stop. Never push or rush for the door.
- Show your bus pass (if you have been given one) when you get on the bus.
- On a school bus stay in your seat for the whole journey.
- On a public bus find a seat if one is available.
- Never block the aisle with your bag or other belongings.
- Always wear a seatbelt if one is provided.
- You must not distract the driver when he or she is driving.
- Never eat or drink on the bus.
- Never throw anything in or from the bus.
- Never damage or vandalise any part of the bus.
- Never operate the bus doors or exits, except in an emergency.
- Always follow the instructions of the driver or passenger assistant at all times.
- If there is an accident, stay on the bus until you are told to leave. If it is unsafe to stay on the bus then leave by the safest exit.
- Never try and get on or off the bus until it has stopped.
- Always get off the bus sensibly, taking all your belongings with you.
- Never cross the road in front of or close behind the bus.

Appendix 1

Behaviour Management and teaching strategies for behaviour for learning

POSITIVE TEACHING

Teaching Positively

Adopting a positive attitude and approach to teaching works for most students, most of the time. Your high expectations, clear routines, well delivered lessons, praise and positive relationships will keep most students focused and engaged in their learning.

A few reminders

- Make sure you arrive on time, with all the equipment you need. Manage students' entry into the classroom. Having a regular routine and greeting students individually at the entrance to the classroom is best.
- Be aware of the particular learning needs of your students eg. Targets on their IEP's; reading ages of students who struggle with work. Check your materials are suitable/accessible and reflect the range of learning styles in your class.
- Liaise with support staff before the lesson and ensure they know what you are teaching each and every lesson.
- Establish your classroom rules and routines, especially beginning and end of lessons, early in the year to create a positive working environment. This should include all books and equipment, including student planners out at the beginning of the lesson. Hats and coats off.
- Expect and work towards silence when you are giving instructions.
- Organize the groups students sit and work in. Do not leave it to chance/friendship groups! Have a seating plan if you prefer.
- Put date, lesson objectives, basic instructions and homework on the board. This helps to focus students and minimises disruption by latecomers asking for instructions.
- Praise as much as possible, without of course being effusive.
- Use positive non-verbal communication – smiling, standing straight, eye contact to establish your authority in a non-confrontational way. Expect compliance by being confident.

- Try to circulate round the classroom so you are fully aware of how students are working and behaving. Try to adopt a tone of 'relaxed vigilance'.
- Be clear about what students should do if they are stuck or finish early – have extra activities to hand.
- Try to deal with any initial off task behaviour on a low key but positive way eg. non-verbal communication or by saying 'what should you be doing?'. Ensure you follow up instances of poor behaviour
- Most students want you to like them and want to like you. Always try to be positive in your tone. If a student needs to be disciplined remember to leave scope to rebuild relationships.
- Ensure you refer to the lesson objectives at different times within the lesson and at the end of the lesson. Ask students to tell you what they have learned and relate these learning points to the lesson objectives. This forms an integral part of the procedures required in Assessment for Learning.
- Ensure that your class leave in an orderly fashion – see them to the door please.

Other hints and tips on effective classroom management

Tactical Ignoring

Tactical ignoring can be a technique used when low level behaviour that may be specifically designed to gain negative attention is occurring. However, do respond immediately when they do it right! Eg. 'Good, you're ready to start work now'

Non-Verbal Clues

Eye contact with students, gesture eg. remove hat, coat, sit down etc can be effective in re-focusing students. Praise them, when they get it right.

Work/Rule Reminder

Try to focus the student on what they should be doing eg. 'what should you be doing?' 'You should be sitting down'. 'We work quietly on this activity'. 'You are expected to join in the discussion'.

Take Up Time

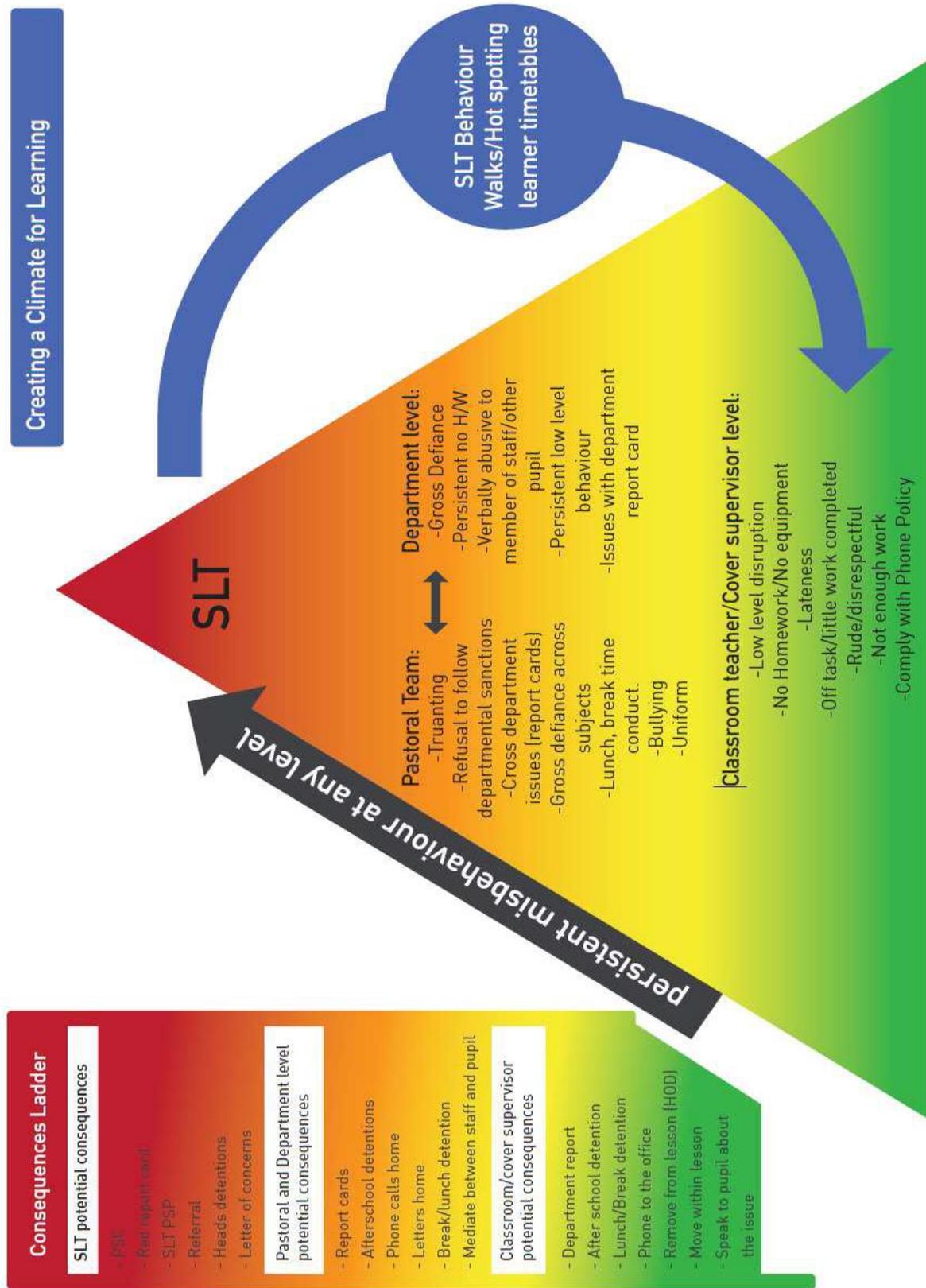
Do not stand over the student just after you have reminded them of getting back to task or have reprimanded them in some way. Move away and discreetly check they have obeyed you.

Warning

Try to give the student a choice or illusion of choice, 'You need to focus on your work or I will have to give you a detention to make up time missed'. 'If you carry on talking I will have to send you out for 2-3 minutes to calm down'. Ensure you always follow through with warnings

Appendix 2: Climate for Learning Triangle

Creating a Climate for Learning



PROFESSIONAL BEHAVIOURS AND SCRIPTS TO HELP WITH CLASSROOM MANAGEMENT

Students are responsible for their own behaviour. We, as teachers are responsible for the management of student behaviour.

Thinking about how to deal with any potential misbehaviour in advance can help us maintain a professional approach and lessen any personal feelings of annoyance and frustration.

Professional Behaviours:

Separate the person from the behaviour

Give the message – “I like you. I do not like what you are doing”. When delivering a request always gain the student’s attention first.

- Say the student’s name
- Establish eye contact. It engages the student and they are more likely to comply with the request.
- Say thank you even if they haven’t acceded to your request. It conveys the expectation that they will.

Phrase your requests positively

- Say exactly what you want students to do. Break down the behaviours into component part eg. listening – put any equipment in your hand down, turn your chair to face me, sit still, look at me – thank you. A positive ethos can be created by asking not telling.

Catch them getting it right

- Catch students carrying out your request and reinforce with praise, rather than react negatively when someone gets it wrong. Say thank you, well done, terrific. Alternatively smile or nod in some form of acknowledgement.

Attempt to Re-frame situations

This re-asserts the required behaviour without getting into conflict in the current situation.

Adult: “Fred what should you be doing now?”

Child: “I’m just”

Adult: “Yes I can see you are... but what should you be doing?”

Child then does the required behaviour (hopefully) and the adult can reinforce this with praise. Well done. Thank you, etc etc.

Avoid conflict

Remember what your aim is eg. for the work to be finished.

Child: “I want to work on the computer”.

Adult. “Yes (you agree) you can work on the computer later/this afternoon/tomorrow when it is your turn, but right now Fred what you need to do is.....”

Make sure they can do it. This makes it hard for the child to say ‘You never let me...’ because the teacher / adult **agrees** with the request and **sets** the **boundary**.

Stick to the Primary Behaviour

Remember what the real issue is. Students are adept at trying to deflect attention (whilst paradoxically seeking it at the same time). Try not to get caught up in the **secondary** behaviours; these often become the source of conflict eg. You make a request. The student responds with an attack.

Child: “Why don’t you tell him / her? It’s always me!”

The adult frequently becomes caught up in the secondary behaviours. This is much harder to resolve because you are being counter challenged and accused of being unfair.

Offer choices or the illusion of choice

Adult: “Well you can do this (describe the expectation/consequence) or you can do that.”

Nothing is not a choice. It allows the child to save face, thus defusing anger. NB. It must be a real choice and not a threat (eg. Do it or you will be punished).

No Blame

On many occasions this is an appropriate strategy.

Adult: “It doesn’t matter..... what we need to do now is.....” state the next thing that the student needs to do.

There are many variations on this. Support children taking responsibility for their own behaviour. It makes it harder for them not to do what they just agreed.

Stay calm where possible

If you raise the temperature, the student and the group will go up with you. **Wherever possible try to bring the temperature down**. Children, like adults, need **time** to think through and process difficult interaction with others. Therefore, when challenging students’ behaviour give them time to think and time to manage their feelings as well. This gives them space and an opportunity to carry out your request with dignity.

Avoid recalling past misdemeanours

Try to avoid bringing up previous issues that have been dealt with eg.

Adult: “It’s always the same problem with you, last week I had to tell you off for leaving the room in a mess, on Monday it was for an issue with your coat and today its”.

Similarly, avoid comments about student’s siblings or personal comments about the students.

Professional Scripts

‘Scripts’ are phrases / language that we have thought about in advance to help us handle a potentially difficult situation with professional confidence. The scripts below use the professional behaviours outlined on the previous pages

Here are some examples:

- There's a time and a place for everything, Darren. Think about it. This is not the time or place.
- How far do you want this to go, Jenny – because it would be best for everyone, especially you, if it stopped now.
- No, Jessica, if things don't change we will be dealing with it later.
- Carry out the instruction now, Kathy. Discuss later. The choice is with you at the moment.
- Wrong Choice, Richard. If things stay the same it will have to be dealt with later.
- If you carry on Stuart you'll leave me no option

Don't forget to allow the student 'take-up' time.

Always treat students with respect. More often than not they will respond by being respectful to you.

The use of sanctions

Sanctions are more likely to promote positive behaviour if learners see them as fair. The guidelines to staff for implementing the school's behaviour policy should therefore advise them to:

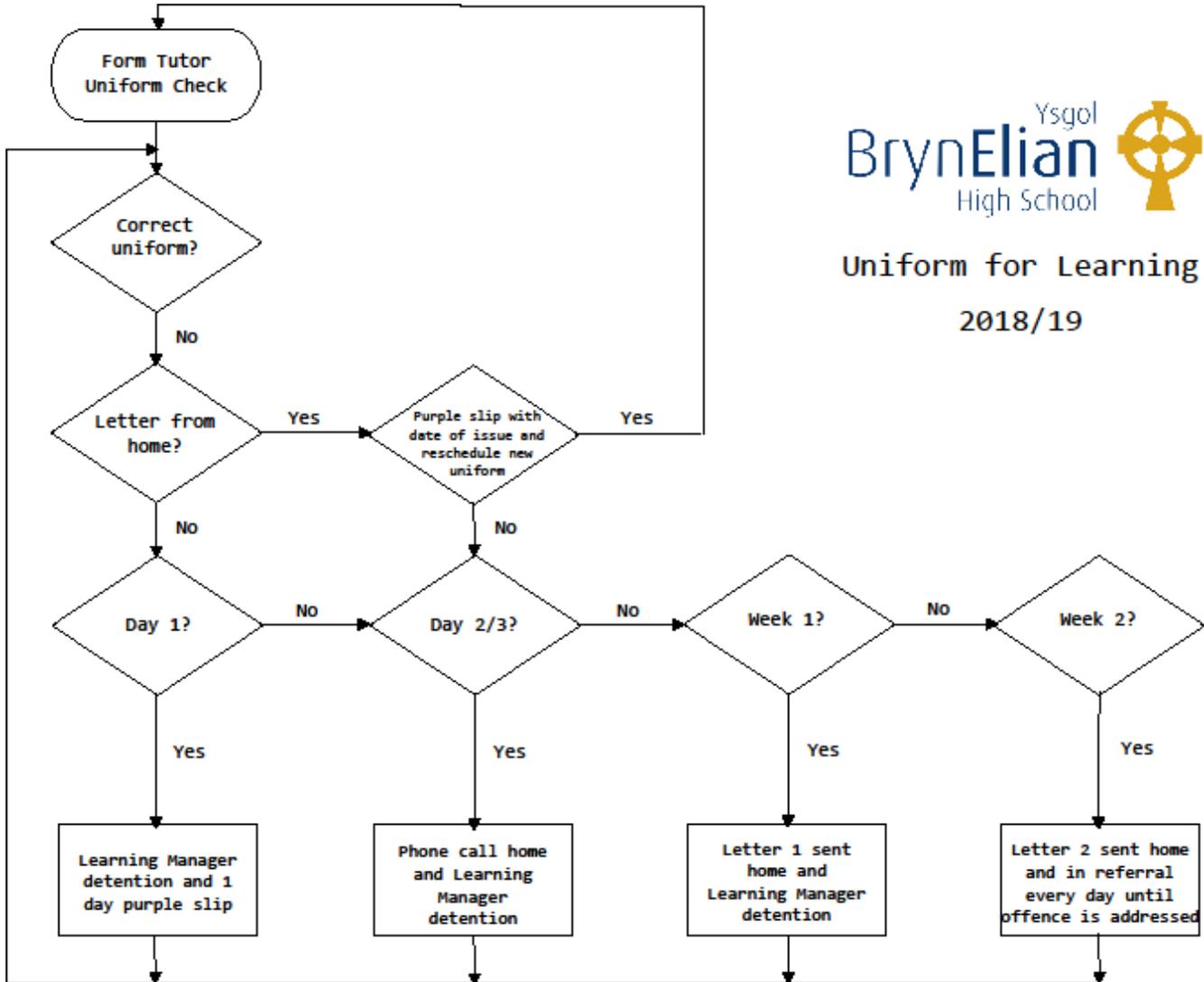
- Make clear they are dealing with the behaviour, rather than stigmatising the person
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- Avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding)
- Avoid whole-group sanctions that punish the innocent as well as the guilty
- Wherever possible, use sanctions that are a logical consequence of the learner's inappropriate behaviour (for example, if work is not finished in class the teacher might make the learner stay behind at break-time to finish it off)
- Use sanctions to help the learner and others to learn from mistakes, and recognise how they can improve their behaviour (i.e. a learning outcome)
- When appropriate, use sanctions to put right harm caused
- Never issue a sanction that is humiliating or degrading
- Use sanctions in a calm and controlled manner
- Ensure that sanctions are seen as inevitable and consistent (learners should know that a sanction, when mentioned, will be used)

- Attempt to link the concept of sanctions to the concept of choice, so that learners see the connection between their own behaviour, and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

Appendix 3:



Uniform for Learning
2018/19



Rewarding Achievement at Ysgol Bryn Elian

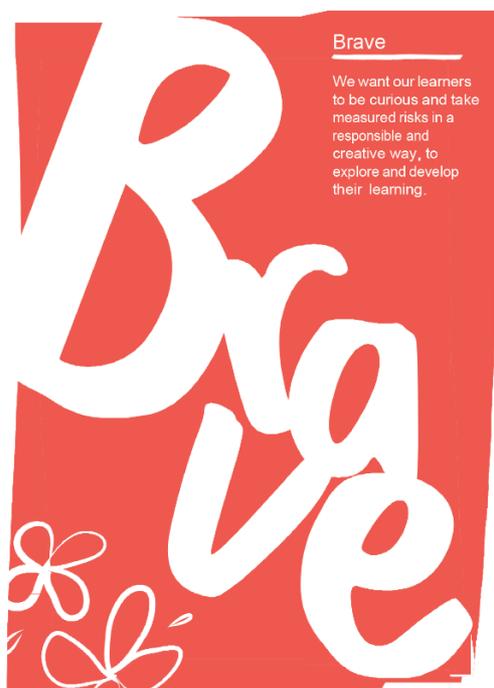
Background

The Reward and Praise system outlined in this section of the policy was written in conjunction with the School Council. Members of the School Council felt that a more wide-ranging system was required and one which was more relevant to learners in KS4 and KS5 in particular.

Learners still felt that praise was a very effective way of motivating them to achieve and behave but hand in glove with this they expressed there was also a need to develop a rewarding system that required challenge to bring about the culture and ethos of success as the norm within the school. This was further reviewed in Autumn 2022 to reflect the new school Vision and Values.

Aims

- To be inclusive for all, as per the school motto – ‘Achievement for All’
- To recognise and celebrate a learner’s work, commitment and high levels of achievement.
- To promote the positive recognition of success amongst all members of the school community through public celebration and contact with parents and carers.
- To celebrate progress made by the learner.
- To encourage progress in all aspects of school life.
- To praise reflection of the school’s values, which are:



Yes!

We want learners to have a 'can do' attitude – to be able to set goals and be proactive in their own learning.

Nurture

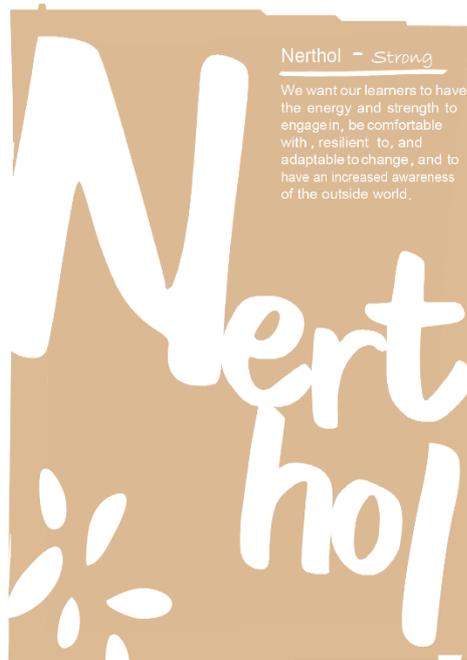
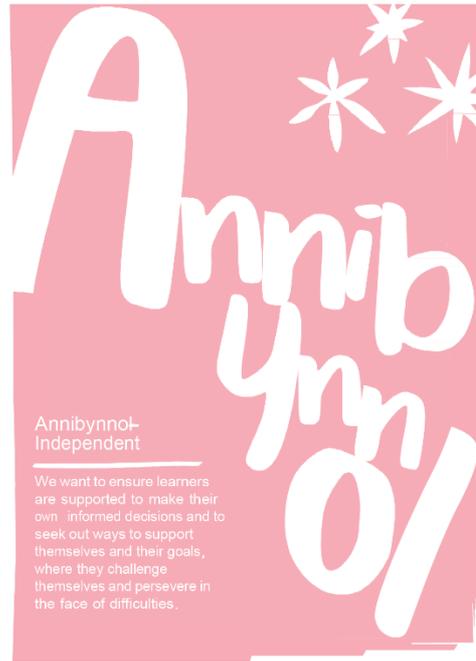
We want learners to understand the importance of the environment and to make better and more informed choices and decisions, taking into account the impact they may have on others.

Egwyddorol – Principled

We want our learners to be aware of right and wrong and have the courage to enact these principles, with clear morals and responsibilities.

Llwyddiannus – Successful

We want to develop a culture of high expectations where learners feel confident and able to aim high and seek out support to achieve their goals and dreams. We would like learners to have confidence in knowing that making mistakes is part of learning and to embrace a love of learning.



In the maintenance of good order throughout Ysgol Bryn Elian and the promotion of positive self-esteem, the emphasis is to recognise good effort and good behaviour, actively seeking to praise learners wherever possible.

At Bryn Elan we recognise achievement in its broadest sense and seek to praise not only academic attainment but progress, effort and personal and social development.

Praising learners and therefore positively reinforcing 'wanted' behaviours should feature heavily in every teacher's repertoire. Praise is a very powerful tool for teachers to use. The general practice of classroom management should involve many 'positive moments' given to learners on a regular basis. The use of positive praise & feedback by classroom teachers during lessons is expected to be the norm and not the exception. Other examples of where classroom teachers can praise learners include:

- The display of learner work from the class and homework, making full use of classroom boards, landing and corridor displays
- Marked work should include praise and advice on how to improve work as per feedback policy
- Achievement points should be awarded to learners for displaying the values of the school
- Department praise postcards can be sent home to learners
- Writing comments in exercise books
- Phone calls home to parents
- Verbal praise and encouragement

At Ysgol Bryn Elan opportunities arise on a daily basis to praise and encourage learners.

It is a feature of the school that staff actively find reasons to praise learners.

In order to broaden the range of praise experiences available to learners the school will also use the following:

- Star of the Department every 4-5 weeks where departments nominate learners who have effectively reflected one of the values of the school within their work. These awards are displayed in the school's Achievement Corridor.
- Personal letters from the pastoral team and the Senior Leadership Team giving praise on how they have demonstrated the school's values pastorally
- '5 on a Friday' where each Year team nominate 5 learners who have demonstrated the school values and a Member of the Senior Team will phone the 5 parents from each Year Group to praise them for their work.
- Following data drops, teachers award learners with an Attitude to Learning grade and the top scorers achieve a platinum award. These are displayed on the school's Achievement Corridor.

- In order to praise an improvement in attendance and punctuality praise postcards are sent home and learners who have excellent and improved attendance are recognised on the Attendance wall of the Achievement corridor.
- In addition to this there are monthly attendance prize draws in assemblies where the Key Stage 3 and Key Stage winners receive an Amazon Voucher
- Achievements are regularly published on the school's social media sites and in the school's termly newsletter.