BEHAVIOUR POLICY

September 2023

To	Date
Governors Ratification	*October 2024*
Next Review	*October 2025*

YSGOL BRYN ELIAN BEHAVIOUR POLICY
The school's Behaviour Policy, to include the praise and rewards schemes, fall into the **Satchel One Behaviour** programme.

The School's position statement
The school has drawn on the following publications to develop its Behaviour Policy:
- guidance-inclusion-and-pupil-support_0.pdf (gov.wales)
- Behaviour in schools - GOV.UK (www.gov.uk)
- Education and Inspections Act 2006 (legislation.gov.uk)
- All Wales attendance framework | GOV.WALES
- Exclusion from schools and pupil referral units (PRU) | GOV.WALES

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 behaviour policy must provide a fair, consistent and constructive framework for this development.

Achievement for All and our school values are central to the behaviour policy. Learners are encouraged and helped to realise that good behaviour is valued and there is an emphasis on praise.

The Ysgol Bryn Elian Behaviour Policy is heavily underpinned by the
Achievement for All motto, along with the YBE values 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 learners, 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 learners with Additional Learning Needs, including those who exhibit emotional and behavioural difficulties
- Has clearly defined standards of behaviour which are understood by learners 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.

Learners are encouraged to:

- ✓ Be **Brave** and take risks in your learning
- ✓ **Respect** yourself and others around you
- ✓ Show a can-do attitude, be proactive and say **Yes!**
- ✓ Help **Nurture** a positive learning environment
- ✓ **Principled** by demonstrating a strong moral compass
- ✓ Seek out **Success** by aiming high, challenging yourself and learn from your mistakes
- ✓ Foster Positive **Healthy** relationships
- ✓ Show **Independence**, make informed decisions and seek help when needed
- ✓ Be **Strong**, show resilience and be adaptable

Aims of the Behaviour policy

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

1. Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

2. To clearly define acceptable and non-acceptable learner behaviour in the school

3. Create a positive culture that promotes excellent behaviour, ensuring that all learners have the opportunity to learn in a calm, safe and supportive environment.

4. Provide a consistent approach to behaviour management that is applied equally to all learners

5. To ensure that appropriate procedures and support are provided for learners with serious behaviour and learning needs.

6. To create a school ethos that respects all members of the school community.

7. 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 learners in terms of their learning and of relationships with other learners within classrooms within the school and within the community.
- Behaviour which demonstrates courtesy towards teachers, other school staff, visitors and learners.
- Behaviour which demonstrates our school values in lessons, around the school and within the local community.

Unacceptable Behaviour

- Behaviour which includes but is not limited to: incorrect uniform, refusal to follow instructions, name-calling, verbal disrespect, threatening language, truancy or absconding, inappropriate use of technology, unsafe behaviour, vandalism, theft, smoking or vaping, aggression or intimidation, fighting, harassment, including discriminatory or prejudicial language, bullying and possession of any prohibited items (knives, weapons, alcohol, drugs, stolen items, tobacco, cigarette papers, vapes, fireworks, pornographic images or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person)
- Behaviour which does not uphold and promote our school motto – Achievement for all – or our school values
- Behaviour which contravenes the polices of the school, or brings or has the potential to bring, the school into disrepute
- Consequences are decided on an individual case by case basis. Context must be considered as well as the consequence being proportionate to the behaviour and learner's needs. Once decided the consequences are non-negotiable.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involved an imbalance of power.

Bullying is therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Ysgol Bryn Elian we use KiVa to tackle bullying and promote positive behaviour. Please see the Anti-Bullying Policy for further information

Phone Policy

At Ysgol Bryn Elian we understand the impact phones can have both positively and negatively on learners. As a result, and following on from staff, learner and parent feedback, our policy allows learners to use their phones to support their learning in a classroom as directed by the teacher. Learners may use their phone during social times in specific areas of the school that are monitored by duty staff. It is strongly discouraged that learners use each other's phone other than to contact home if needed.

Roles and Responsibilities

Governors:
- Promote good behaviour and keep the policy under review
- Communicate to learners 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 learners how acceptable standards of behaviour can be achieved
- Communicate with parents where necessary
- Share and Celebrate positive behaviour through Satchel One and contact with home

Learning Managers and their Learning Mentors:
- Give learners advice on how to behave acceptably and to modify poor behaviour
- Give learners advice on how to support others in generating good behaviour
- Give learners time to discuss their feelings, offering support and guidance
- Track and monitor behaviour including rewards
- Be proactive in employing interventions to support learners
- Communicate with parents
- Share and Celebrate positive behaviour through Satchel One, assemblies and contact with home

Teachers & Teaching Assistants:
- Consistently and fairly apply the consequences
- 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 learners how acceptable standards can be achieved
- Log behaviour and rewards through Satchel One
- Communicate with parents
- Share and Celebrate positive behaviour through Satchel One and contact with home

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 consequences for inappropriate behaviour
- Promote courtesy and cooperation and consideration for other learners and members of the community

Learners:
- Demonstrate our school values
- Support each other in creating a positive learning environment
- Engage with teachers and other professionals offering support
- 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 (Appendix 1)

These expectations will be discussed during assemblies at the beginning of an academic year as well as promoted through posters in every classroom.

Beginning
- ❑ Be on time
- ❑ Take coats off
- ❑ Ensure headphones or phones are away
- ❑ Prompt start to the lesson
- ❑ Get your equipment out

During
- ❑ Follow instructions first time
- ❑ Respect each other's right to learn
- ❑ Have a positive and productive attitude to learning

End
- ❑ Reflect on your learning
- ❑ Tidy away any equipment
- ❑ Stand behind your chair
- ❑ Calm exit as directed by the classroom teacher

Outside the classroom
- ❑ Follow instructions first time
- ❑ Follow the one-way system
- ❑ Be safe, calm and sensible
- ❑ Look after and care for our school

Classroom Warning system (Appendix 2)

The **classroom warning system** is a transparent, staged response to learner behaviour. Each level in turn responds to increasing unacceptable behaviour. Intervention takes the form of both consequences and restorative measures, including supporting learners with actions they can take to support positive responses to behaviour challenges. As well as, praise and rewards to aid the learners 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.

On Call

When a learner has reached Classroom warning 4 and has been relocated within the department, then continued the behaviours that are unacceptable they can be escalated to a Classroom warning 5 whereby the second member of staff dealing with the learner can use the On-Call function on Satchel One to remove the learner. All of SLT and the Pastoral team have access to the On-Call feature with SLT being timetabled to support throughout the week. The member of staff responding will support both the staff member and learner in the next steps including giving the learner some reflection time before their next lesson. The member of staff who pressed On Call will then follow up by logging the behaviour on Satchel One and setting the afterschool detention.

Satchel One Behaviour reports

As a staged response to learner behaviour there are several reports associated with the **Satchel One Behaviour** system. With each report, the level of monitoring increases as does the severity of the consequences of not reflecting and improving unacceptable behaviours. This can be demonstrated by scheduled reports for staff monitoring a particular set of learners that they work with i.e. Form tutor, Departments, years groups. Along with weekly updates from Learning Managers for their year group.

Reports are:

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

Tutor report (blue) – issued following concerns from a number of increasing behaviour logs and detentions.

Learning Manager's report (yellow) – issued following concerns from several subject areas through increasing Satchel One behaviour logs.

Senior Leadership Team report (red) – Issued following repeated behaviours or escalation from Learning Managers report

Deputy Head/Headteacher report (green) – Issued following: persistent behaviours, a serious incident or escalation from SLT report.

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

Detentions

All staff may issue detentions to learners who escalate through the classroom warning system or show unacceptable behaviours during social times. Detentions should be logged on the Satchel One Behaviour and Reward system. 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

School Detentions run on each weeknight for all year groups and take place in the hub. They run from 2.45 – 3.45pm on Monday – Thursday and 2.45-4.15pm on a Friday. 24 hours' notice must be given to parents. Emails and notifications are sent to parents informing them of any school detention through Satchel One including the app. Staff should also expect learners to turn up to detentions. Failure to do so may result in an escalation of a detention to an afterschool (30 or 60 minutes) or an SLT detention (90 minutes). Where a pupil does not attend it is good practice for staff members to have contact with home to promote positive behaviours and reflection.

Supervising staff during afterschool detentions must check which learners from each year group are in detention and take a register accordingly. Staff supervising the detention are responsible for escalating non-attenders to an SLT detention on a Friday.

Staff members setting the detention are encouraged to attend the detention to speak to the learner and explain the reasons for setting it. Staff members are encouraged to discuss expected behaviours for the following lesson as well as providing work for the learner to complete during the detention.

Failure to turn up to the SLT detention will result in time in the referral room.

Referral Area

The referral area is a section of school for learners who need a higher-level sanction for repeated behaviours, serious incidents and/or KiVa escalations.

Despite our best efforts, occasionally a learner shows persistent and repeated behaviours which may prevent other learners from learning in a calm and ordered atmosphere. In these instances, the Satchel One Behaviour procedures are put in place. However as repeated incidents involving the same learner may occasionally occur, the learner is sent to Referral.

Referral is staffed all day, learners can be put into referral for 2, 3 or 4 lessons and will be provided lunch. Learners will follow their normal curriculum timetable with work provided from classroom teachers which can be done by hard copy or using a laptop. Work can also be provided through the referral room staff, learning mats in addition to reflection work using the school values. Once learners leave the referral room they will be placed on a monitoring card for the remainder of the day to demonstrate reflection on the unacceptable behaviour demonstrated initially.

Only members of the Senior Leadership Team can authorise a learner to go to the Referral Room. Middle Leaders can make representation through their SLT link as to why a learner should be placed in referral, but the ultimate decision lies with the SLT member.

To be sent to Referral is a serious matter, parents will be informed that their child has spent time in referral including the reasons for the decision by the Middle leader, learning mentor or member of SLT who requested the referral time.

There are times where some behaviours need a more serious sanction, for such times, learners will be Internally Excluded for a single day or multiple days. Internal Exclusion takes place in the referral room and learners will be provided with lunch and toilet breaks. Learners will follow their normal curriculum timetable with work provided from classroom teachers which can be done by hard copy or using a laptop. Work can also be provided through the referral room staff, learning mats in addition to reflection work using the school values. When a learner is placed into Internal Exclusion for 3 or more days deferred exclusion time will be considered.

Deferred exclusion time involves the learner being able to access their full timetable whilst being closely monitored by the PSC staff along with SLT. Due to the serious nature of the behaviour which resulted in the internal exclusion the learner will also continue to spend their social time in internal exclusion whilst on a deferred time. Any further incidents whilst on a deferred exclusion monitoring will result in the learner returning to their initial internal exclusion.

Pupil Support Centre

The Pupil Support Centre is a specialist facility within the school in which medium-term curriculum and support programmes are provided for individual learners who are experiencing barriers to learning and accessing all that school has to offer due to Social, Emotional and Behavioural Difficulties.

The primary aim of the centre is to identify and counter these barriers. It is intended that these learners will receive support and intervention coordinated by staff in the Centre which will enable them identify and address the issues that they are experiencing, maintain their academic progress and successfully reintegrate into the mainstream environment as quickly and effectively as possible.

A development of the provision within the PSC is being identified and trialled in 2023-2024. A small number of Key Stage 4 learners for whom a full mainstream curriculum is not appropriate will have access to the PSC for certain subjects for which it may not be of benefit for them to be in the mainstream setting. This is in response to the pressures which the Alternative Education providers within the LA are under which reduces the opportunities for learners to access these facilities, whilst still needing a more flexible education provision.

The PSC is a place which provides a further level of intervention and support appropriate to complement and enhance the pastoral support systems that are in place throughout the school. During their time in the PSC, learners have access to their curriculum entitlement, in an environment which takes away some of the pressures of school life until they can successfully rejoin their peers with continued ongoing support.

There is a clear entry and exit procedure that involves senior staff and Pastoral Teams

The outcomes for a learner who moves to the PSC are:
- Providing further layers of support, enabling the learner to identify, address and overcome issues that were previously affecting their progress and well-being.
- Identification of support from outside agencies where necessary, ensuring that all learners have access to intervention and support that they need
- Providing a coordinated approach to implementing effective interventions which are embedded in whole-school policies and procedures
- Ensuring that the all learners in the school will be educated in a positive and supportive learning atmosphere, free from disruption.
- Ensuring all staff are able to deliver their curriculum effectively and are given support and strategies in engaging all learners within their lessons
- The opportunity to raise attainment for all learners in the school.
- Reducing the number of fixed term exclusions.
- Reducing the need for permanent exclusions.
- Improving attendance.

Aims for learners:
- To enable them to remain engaged within mainstream education.
- To enable learners to have access to all that being part of Bryn Elian means
- To have greater confidence and self-esteem.
- To improve their basic skills, both academic and also life skills
- To ensure achievement in external examinations.
- To improve their attendance and reduce their rates of exclusion.

- To make learners aware of consequences of their actions, both positive and negative and enable them to make a significant contribution to the life of the school

Aims for the school:
- To ensure learners are engaged effectively so as to continue education and gain qualifications.
- An improvement in behaviour in lessons and around the school.
- Improved attendance and reduction in exclusions
- Improved staff morale.

Referral to the PSC:
- Learners causing concern will be identified through current procedures such as the Pastoral and Pupil Forums, high profile meetings, mini moderations and the Satchel One behaviour systems.
- Learners causing concern should be referred initially to Heads of Department through informal conversations and department meetings.
- Where issues cannot be addressed within a department, Heads of Department should pass information on to their SLT link through challenge and support meetings.
- SLT and PSC will meet to discuss and plan intervention with specific learners.
- Where appropriate, learners will be referred to the PSC.
- The mainstream Pastoral Team will provide relevant paperwork including Inclusion Plans. ALN department will provide information on access to ALN support.
- All staff will be informed the identity and progress of referred learners via Weekly Information.
- In the case of learners being referred to the PSC following fixed term exclusion, this will be discussed with the learner and their parent/guardian at the readmission meeting.
- Referral to the PSC usually requires a meeting with parents prior to the placement commencing, ensuring positive working relationships between school and home.

Exit from the PSC:
- Once learners have reintegrated into the majority of mainstream activities, a meeting is held with SLT, PSC staff and the mainstream Pastoral Team for the learner. This is to enable cohesive planning and implementation of strategies as the learner transitions from PSC to mainstream.
- Inclusion plans are reviewed and updated to ensure a clear understanding of what is needed to provide consistent support for the learner.
- Parents are kept informed of progress and their views are included in the Inclusion Plan reviews.

PSC Time Out Card:
- This is offered to a small number of high-profile learners who may be struggling to remain in lessons and may need a 'safe space' to come to whilst they de-stress or identify how they can manage things more effectively.
- Learners can stay for a few minutes or up to the end of the lesson and have the opportunity to reflect on the reason why they needed to use Time Out, or just do activities that help them to 'recalibrate'.
- PSC staff keep a record of when learners attend the Time-Out table and feed back to Pastoral Teams. This enables patterns to be identified and appropriate support planned and implemented.
- PSC Time Out is available to PSC learners who have just returned to mainstream provision if they feel that they need to have the option.

Exclusions – Fixed term and Permanent

The Use of Exclusion
A decision to exclude a learner will be taken only:

- In response to serious breaches of the Behaviour policy

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

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

Before reaching a decision, the Headteacher will:
- Consider all the relevant facts and firm evidence to support the allegations made, and consider the school's policy on equal opportunities. If there is doubt in the balance of probability that the learner actually did what is alleged, the Headteacher should not exclude the learner.

- Allow the learner 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 discrimination including racial or sexual harassment;

- Consider the level of support the learner has been given if they have identified learning or behaviour difficulties

Only the Headteacher can exclude a learner 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 (learners can be excluded from school for a maximum of 45 days).
- Permanent exclusion.

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.
- Where an incident involves multiple year groups one learning mentor will take the lead on collating the information and presenting it to their SLT link.
- 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 learners must be allowed to put their side of the story to the investigator.
- CCTV will be checked where possible
- 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
- The alleged perpetrator may be removed from circulation for a serious incident whilst the investigation is carried out.

Decision to Exclude

- Relevant staff who have investigated the incident will pass on the paperwork to their SLT link with additional context to be discussed with the Headteacher.

- The Headteacher will decide whether to exclude the child or not (referring to school behaviour policy).

- Parent will be informed by Letter and phone call from the Pastoral team or SLT link. Parents will then be invited in for a reintegration meeting to action plan appropriate next steps and interventions.

Providing Work for Excluded Learners

- Staff will be informed of the exclusion period via email from the Pastoral Team.

- Work should be forwarded to the Learning Mentor and arrangements made for the work to be collected from the school office by parents

- 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.

Re-admission Meetings

- A re-admission meeting will be held on the day of the learner's return to school. The meeting time will be indicated on the exclusion letter.
- The re-admission meeting will be attended by the learner, their parent or guardian and a member of SLT or the Pastoral team
- The learner should, ideally, not return until the meeting takes place.
- During the meeting targets will be discussed and a reintegration plan written with clear targets for the learner and planned interventions.
- Pupils returning from exclusions will be placed on a Green report for a minimum of 2 weeks.

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 Learner Referral units, Alternative Education or through a Managed Transfer package to another school.

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 totaling **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 totaling **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) totaling more tha**n **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.

Managing allegations from students against staff

If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons. Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in references. Students that are found to have made malicious allegations will be dealt with seriously. In line with the guidance highlighted in the 'Safeguarding children in education: handling allegations of abuse against teachers and other staff' document from Welsh Government, if an allegation is shown to be deliberately invented or malicious, the headteacher should consider whether any disciplinary action is appropriate against the pupil who made it; (in accordance with the school's pupil disciplinary policy), or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

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.

Your Responsibility	*Your Safety*	*Your Rights*
• 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.	• 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.	• 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.
- 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

Ysgol Bryn Elian will work closely with Conwy Council and the Bus company in upholding high expectations and excellent behavior on school buses to and from school, including giving appropriate consequences where necessary.

Supporting Documents

- H2S Policy to take effect 1st Sept 23 (conwy.gov.uk)
- Travel behaviour code: guidance | GOV.WALES
- Guide to assisted school transport (conwy.gov.uk)
- school-bus-travel-behaviour-code-a4.pdf (gov.wales)

Appendix 1 - PEE

Prohibited

- ✗ Verbal disrespect
- ✗ Defiance
- ✗ Disruption
- ✗ Arguing with staff/pupils
- ✗ Refusal to follow instructions
- ✗ Out of bounds
- ✗ Leaving/Avoiding lessons (truancy)
- ✗ Leaving school site (Absconding)
- ✗ Fighting
- ✗ Vaping/Smoking
- ✗ Lateness
- ✗ Lack of equipment
- ✗ Discrimination
- ✗ Bullying
- ✗ Inappropriate use of technology

Expected

Beginning
- ☐ On time
- ☐ Coats off
- ☐ Headphones/Phones away
- ☐ Prompt start to the lesson
- ☐ Equipment out

During
- ☐ Follow instructions first time
- ☐ Respect each other's right to learn
- ☐ Positive and productive attitude to learning

End
- ☐ Reflect on learning
- ☐ Tidy away equipment
- ☐ Stand behind the chairs
- ☐ Calm exit

Outside the classroom
- ☐ Follow instructions first time
- ☐ Follow the one-way system
- ☐ Be safe, calm and sensible
- ☐ Look after and care for our school

Encouraged

- ✓ Be **Brave** and take risks in your learning
- ✓ **Respect** yourself and others around you
- ✓ Show a can-do attitude, be proactive and say **Yes!**
- ✓ Help **Nurture** a positive learning environment
- ✓ **Principled** by demonstrating a strong moral compass
- ✓ Seek out **Success** by aiming high, challenging yourself and learn from your mistakes
- ✓ Foster Positive **Healthy** relationships
- ✓ Show **Independence**, make informed decisions and seek help when needed
- ✓ Be **Strong**, show resilience and be adaptable

YBE: Your Best Effort

Ysgol Bryn Elian High School

Achievement for All
Llwyddiant i Bawb

Appendix 2 – Classroom Warning System

Everyone in the school has the right:
- To learn and teach
- To be treated respectfully
- To feel and be safe

Achievement for All
Llwyddiant i Bawb

Ysgol **Bryn Elian** High School

If my behaviour and attitude in class is positive it will give me the opportunity to learn well, make good progress and earn achievement points.

	If my behaviour and attitude in class is disrupting learning, the following will happen	How to get back on track and ready to learn:
1	I am not doing as my teacher has asked	• My teacher will discuss this with me • Help will be offered to engage me with the learning	• Listen and Act on the advice offered. • Apologise and be respectful for the rest of the lesson
2	My attitude has not improved, I am not complying with expectation	• My teacher will give me a verbal warning, they may move my seat or speak to me outside/after the lesson. • My behaviour will be logged on Satchel One. • Repeated 2 behaviour may result in being placed on subject report	• Stop the disruptive behaviour and focus positively on work. • Apologise and begin to demonstrate the correct attitude
3	My behaviour is disrupting my learning and that of others, it is disrespectful	• My teacher will give me a final warning and issue a detention at break or lunchtime • It will be logged on Satchel One and your parents informed. • Repeated 3 behaviour may result in being placed on tutor report and/or a meeting with my teacher	• Recognise and apologise for the behaviour/s. • Apologise and attend the detention • Demonstrate the correct attitude
4	My behaviour continues to disrupt my learning and that of others and remains disrespectful	• I will be removed from the lesson to somewhere else in the department. • I will receive a 30-minute afterschool detention and my parents will be informed. • Repeated 4 behaviour may result in being placed on Pastoral report and/or a meeting with the Pastoral team	• Attend the afterschool detention • Restorative work is completed so that I can re-join the lesson positively. • Work with tutor and pastoral team to develop positive behaviour
5	Refusal to cooperate and reengage positively	• SLT/Pastoral Team will be called to remove you from the department. • 60-minute detention set for the same night* Parents informed • Repeated 4 behaviour may result in being placed on SLT report and/or a meeting with the SLT	• Cooperate fully with SLT/Pastoral member of staff. • Engage positively in any parent/teacher meeting. • Attend the detention and demonstrate required behaviour
5+	My behaviour is extreme, and I am not engaging in any instruction	• SLT Detention or Referral for several lessons • I may have an internal or external exclusion. • My parents will be asked in for a meeting • I may be asked to attend a governors hearing and could be at risk of permanent exclusion	• Cooperate with work provided, reflect on behaviours • Demonstrate understanding, be remorseful to those who have been affected. • Follow inclusion plan to support.

Appendix 3 – Learner Agreement

Enw Llawn   Dosbarth Cofrestru:
Full Name: *Form Group:*

Rydw i'n cytuno bod rhaid / *I agree to* :
- ✓ Be **Brave** and take risks in my learning

  Bod yn ddewr a mentro yn y gwersi.
- ✓ **Respect** myself and others around me

  Parchu fy hun ac eraill o'm cwmpas
- ✓ Show a can-do attitude, be proactive and say **Yes!**

  Dangos fy mod yn gallu rhoi cynnig ar bopeth
- ✓ Help **Nurture** a positive learning environment for all

  Helpu creu awyrgylch bositif i bawb.
- ✓ **Be Principled** by demonstrating a strong moral compass through being truthful and honest

  Gwneud yn siwr fy mod yn ymddwyn yn foesol ac yn bod yn onest bob amser.
- ✓ Seek out **Success** by aiming high, challenging myself and learn from mistakes

  Bod yn llwyddiannus drwy anelu'n uchel, herio fy hun a dysgu ar ôl gwneud camgymeriadau.
- ✓ Build and maintain positive **Healthy** relationships with both staff and other learners

  Sefydlu perthynas iach gyda staff a dysgwyr eraill
- ✓ Show **Independence**, make informed decisions and seek help when needed

  Bod yn annibynnol, drwy wneud pederfyniadau doeth a gofyn am help pan fo angen.
- ✓ Be **Strong**, show resilience and be adaptable

  Bod yn gryf, yn barod i addasu a pheidio rhoi'r gorau iddi!

To support me with these things I agree to:
Er mwyn helpu gwneud hyn, dwi'n cytuno bod rhaid:
- ✓ Be on time for school and lessons
  Bod yn brydlon i'r ysgol ac i'r gwersi
- ✓ Bring the correct equipment
  Dod â'r offer cywir i'r ysgol
- ✓ Wear the correct uniform and/or PE kit
  Gwisgo'r dilad ysgol/dillad addysg gorfforol cywir.
- ✓ Follow the school rules and regulations
  Dilyn rheolau'r ysgol

Llofnodwyd   Dyddiad
(Signed Learner)   *(Date)*

Appendix 4 – Inclusion Plan

YSGOL BRYN ELIAN INCLUSION PLAN

Name:	Form:	Date:	Attendance %	Punctuality: + = -	ALN Status:
Current ALN Needs		Behaviour and Achievement	Other school-based intervention		Working with external agencies

Referral:	Int/Exc:	F/T Exc:	PRU	M/Transfer	Reports
No:	No:	No:			Blue / Yellow / Red
Less:	Days:	Days:			

KEY POINTS FROM ONE PAGE PROFILE – PUPIL VIEW

CURRENT CONCERNS/BARRIERS

CURRENT INTERVENTION AND STRATEGIES

MOVING FORWARD - AGREED ACTION AND INTERVENTION

TIMESCALE AND REVIEW DATE:

PARENT/CARER VIEWS:

Appendix 5 – Reintegration Form

YSGOL BRYN ELIAN REINTEGRATION

Name:	Form:	Date:	Attendance %	Punctuality: + = -	ALN Status: N

Current ALN Needs	School ALN Intervention	Other school-based intervention	Working with external agencies

Referral:	Int/Exc:	F/T Exc:	PRU	M/Transfer	Reports
No:	No:	No:			Blue
Less:	Days:	Days:			Yellow
					Red

REASON FOR EXCLUSION

CURRENT CONCERNS/BARRIERS

CURRENT INTERVENTION AND STRATEGIES

IMPACT OF INTERVENTION AND STRATEGIES

TARGETS MOVING FORWARD

REVIEW OF TARGETS (2 weeks)

Supporting Documents/Information

Behaviour Management tips will be shared weekly through the Midweek bulletin.

Further Reading:

- When the Adults Change, Everything Changes - Paul Dix

- After The Adults Change: Achievable behaviour nirvana - Paul Dix

- Surrounded by idiots: The Four types of Human Behaviour - Thomas Erikson

- The Chimp Paradox – Professor Steve Peters

- "Miss, I don't give a sh*t" Engaging with Challenging behaviours in schools – Adele Bates

- The big book of whole school wellbeing – Kimberley Evans

- Getting the buggers to behave – Sue Cowley

- Don't Send Him in Tomorrow – Jarlath O'Brien

PROFESSIONAL BEHAVIOURS AND SCRIPTS TO HELP WITH CLASSROOM MANAGEMENT

Learners are responsible for their own behaviour. We, as teachers are responsible for the management of learner behaviour.

Thinking about how to deal with any potential unacceptable behaviour 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 learner's attention first**.**
- Say the learner's name
- Establish eye contact. It engages the learner 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 learners 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 learners 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. <u>Adult:</u> "Fred what should you be doing now?"

<u>Child:</u> "I'm just ….."

<u>Adult:</u> "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. <u>Child:</u> "I want to work on the computer".

<u>Adult</u>. "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*.

<u>Stick to the Primary Behaviour</u>
Remember what the real issue is. Learners 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 learner responds with an attack.

<u>Child:</u> "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.

<u>Offer choices or the illusion of choice</u>
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).

<u>No Blame</u>
On many occasions this is an appropriate strategy.

<u>Adult:</u> "It doesn't matter…….. what we need to do now is….."   state the next thing

that the learner 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 learner 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 learners' 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 learner's siblings or personal comments about the learners.

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 learner 'take up' time.

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

Deescalation Techniques

[Using de-escalation techniques effectively | Optimus Education Blog (optimus-education.com)](optimus-education.com)

De-escalation techniques go against our natural fight-or-flight reflexes. Remaining calm and professionally detached is not natural and therefore it is a skill that will need to be practised. We need to retrain ourselves to respond in a different way when a challenging situation occurs.

Reasoning with an angry child is not possible but, in our role as caring teachers, this is often our immediate response. Our aim instead should be to reduce the level of agitation so discussion then becomes an option and a better outcome is achieved.

Techniques include the following.

Appear calm and self-assured
Make sure you are not displaying the same signs of agitation that can be seen in the child: unclench your fists, do not hold eye contact and avoid standing square to the child.

Maintain a neutral facial expression
Even our eyebrows can indicate we are surprised or angry, and similarly our mouths can betray our emotions unwittingly. Another natural reaction we often have when under stress is to smirk or giggle, which must be controlled.

Allow space
Entering a person's personal space can be useful to refocus on a task when the situation is calm, but when a child is agitated this can indicate aggression and escalate the situation. Staying some distance away will also help keep you safe should the child become physically aggressive.

Control your breathing

When we are stressed, angry or tense, our breathing becomes more shallow and rapid. If we take deeper, slower breaths, this will not only help keep us calm, but the child will begin to match our own breathing pattern. It can sometimes help to match the child's breathing initially then gradually slow it down.

Verbal strategies

Lower your voice and keep your tone even.

It is hard to have an argument with someone who is not responding aggressively back to you.

Distraction and diversion are extremely useful.

When a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions.

Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window.

Give choices, repeat these using the broken-record technique if necessary, and do not get drawn into secondary behaviours such as arguing back, which are designed to distract or upset you.

Acknowledging the child's feelings shows that you have listened to them, and can be crucial when diffusing a situation; for example, 'It must be really difficult for you ... thank you for letting me know'.

Use words and phrases that de-escalate, such as:
- I wonder if...
- let's try...
- it seems like...
- maybe we can...
- tell the child what you want them to do rather than what you do not want them to do; for example, 'I want you to sit down' rather than 'stop arguing with me'.

- give the child take-up time following any direction and avoid backing them into a corner, either verbally or physically.

Things to avoid
- Do not make threats you cannot carry through, such as threatening to exclude the child.
- Do not be defensive or take it personally. What is being said may seem insulting and directed at you, but this level of aggression is not really about you.
- Do not use humour unless you are sure it will help and you have a very good relationship with the child.
- Do not use sarcasm or humiliate the child.