

Ysgol Gyfun

PENYRHEOL

Comprehensive School

Promoting Positive Behaviour Policy

Governor Subcommittee Responsible: Wellbeing, Equity and Inclusion

BELONG
PARCHU

THRIVE
DYHEU

ASPIRE
FFYNNU

RESPECT
PERTHYN

Promoting Positive Behaviour at Penyrheol

“Behaviour is a major school improvement driver. It helps to shape the culture, climate and ethos of a school. It will influence heavily how a school is perceived, viewed and ultimately judged. If you get behaviour right, it will serve as one of your greatest marketing tools. People will want to work in the school. Staff will want to stay at the school. Parents/carers will want to send their child to the school.”

- Sam Strickland; The Behaviour Manual.

Every pupil at Penyrheol has the right to become the best they can be. Every pupil is entitled to disruption free learning.

In order to achieve this at Penyrheol, we aim to create an environment where pupils feel they **belong**, where everyone feels **respected** and where everyone can **thrive**. This is inclusive practice.

This behaviour policy has been heavily influenced by the following books and publications:

- **Developing an Effective Culture for Learning; Estyn Best Practice Publication**
- Improving Behaviour in Schools; EEF Guidance Report
- Teach Like a Champion 2; Doug Lemov
- Running the Room; Tom Bennet
- When the Adults, Everything Changes; Paul Dix
- Culture Rules; Jo Facer
- The Behaviour Manual; Sam Strickland
- They Don't Behave for Me; Sam Strickland

This promoting positive behaviour policy is split into three main sections. These represent the 'waves' of intervention involved in promoting positive behaviour.



		This includes:	Pupils
Wave 1- Our Universal Offer	Proactive	Recognising positive behaviour. Rules and routines. Teaching behaviour as a curriculum	This will benefit all pupils at Penyrheol. For the majority, this universal offer is enough to promote positive behaviour.
Wave 2- Applying Consequences	Reactive	Use of B1, B2, etc. Detentions. Exclusions.	Having fair, predictable and consistent sanctions, alongside restorative work, will be enough to improve and modify future behaviour for the majority of students who receive them.
Wave 3 – Proactive Targeted Support.	Proactive	Targeted support. Bespoke individual learning pathways.	At Penyrheol, there will be a minority of pupils that need targeted support to help them behave positively.

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Wave 1 – Our Universal Offer

a) Recognising Positive Behaviour

It is imperative that all pupils see that there are a wide range of rewards for working hard, behaving well and living our core values. Research suggests that the rewards that students value beyond all others are genuine teacher praise and recognition.

Praise

The issuing of praise should be a routine part of every lesson. It reinforces good behaviour and creates better relationships between staff and pupils. The principle should be valuing and reinforcing good behaviour, instead of simply correcting poor behaviour. We also need to ensure that the way we give praise is appropriate to the pupils we are teaching.

Sometimes, older pupils need more subtle acknowledgement. In general there should be four times as many rewards as consequences.

Achievement Points

Points can be added to Class Charts on a daily basis to reward effort and achievement. The achievement points will be monitored weekly by form teachers and Heads of Year. Pupils who receive 50 achievement points will receive a postcard home to celebrate their achievements. Fast passes and positive phone calls home will also be used to ensure that pupils are recognised for positive behaviours in the classroom and in the school environment. When pupils receive 100 achievement points they will receive a letter home from the Head of Year to celebrate their achievements. When pupils receive 150 -200 achievement points a letter of celebration will be posted home from the Deputy Headteacher. When pupils receive 250 – 300 achievement points then the Headteacher will write a letter home to parents.

In addition to this, every term these pupils will be entered into a prize draw. All pupils at each stage of achievement will receive a certificate of achievement that will be presented to them in assembly. Pupils with 250 – 300 achievement points will be able to attend the rewards trip that will take place in July of each academic year. They will also be awarded with a Penyrheol pin badge that is presented to them in an awards assembly.





THE PENYRHEOL WAY REWARDS

YOU WILL BE RECOGNISED FOR YOUR EFFORT AND
ATTITUDE AS A PUPIL OF PENYRHEOL
COMPREHENSIVE SCHOOL



Code	Achievement	Reward	
A1	<i>Daily:</i> <ul style="list-style-type: none"> • Good attainment / effort in a lesson • Taking part in an extra-curricular activity • Being respectful to pupils and staff • Handing in homework on time • Consistently showing ALERT behaviours in a lesson • Being kind to pupils and staff • Being helpful / supportive of others 	1 Achievement Point	Member of Staff
	<i>Weekly:</i> <ul style="list-style-type: none"> • Individual attendance $\geq 95\%$ • Good punctuality 	Positive phone call home 50 Achievement points = postcard home or letter from Form Teacher Fast Passes Highest achievement points in a week = nomination for hot chocolate with the Headteacher	
A2	<i>Daily:</i> <ul style="list-style-type: none"> • Excellent attainment / effort in a lesson • Excellent performance / effort in homework or assessment tasks • Sporting representation • School representation 	2 Achievement Points	Member of Staff
	<i>Weekly:</i> <ul style="list-style-type: none"> • Individual attendance $\geq 98\%$ • Being helpful and supportive of others on a regular basis • Excellent punctuality 	100 achievement points = letter home from Head of Year Certificate of Achievement	
A3	<i>Weekly:</i> <ul style="list-style-type: none"> • Individual attendance of 100% • Supporting the school community in a positive way 	3 Achievement Points	Member of Staff
	<i>Every half term:</i> <ul style="list-style-type: none"> • Outstanding work, effort or attainment • Outstanding commitment to extra-curricular activities • Supporting the community • Supporting others on a regular basis • Improved attendance nomination from each year group by the Attendance Officer and Head of Year 	150 – 200 Achievement points = letter home from Deputy Head Certificate of Achievement Prize from achievement draw	
A4	<i>Every half term, pupils will be nominated from each year group as follows:</i> <ul style="list-style-type: none"> • One department nomination for the best effort made in a subject area • One department nomination for the best attainment in a subject area • Two nominations from the year team for outstanding practice • Community Champion of the term 	4 Achievement Points 250 - 300 achievement points = Headteacher letter Certificate of Achievement Penyrheol Pin badge Penyrheol Rewards Trip	Head of Department or Head of Year



Achievement Rewards

In order to recognise achievement staff are also encouraged to do the following:

Postcards home

Departments and Pastoral Teams are encouraged to send postcards home to parents on at least a half termly basis to inform them of positive behaviour.

Pupil Nominations

At the end of every half term pupils are nominated from each year group:

- one for the best effort in a subject. This is the aspire nomination.
- one for the best attainment in the subject. This is the thrive nomination.

At the end of every term these names then appear in the School Newsletter online and staff are encouraged to display the names in their departments.

Living Our Core Values- Fortnightly Hot Chocolate Friday

Once a fortnight, 5 pupils (one from each year group) will be nominated for a Hot Chocolate Friday with the Headteacher. The nominated pupils will have embodied one or more of our core values during the 2 weeks. The number of achievement points achieved in the 2 weeks will be a factor in who is chosen. Pupils will be rewarded with a Penyrheol Core Values mug. Photos will be shared on social media (permissions allowing) with a brief description of why they have been nominated. The pupils will feature in the fortnightly Headteacher's letter.

Attendance Rewards

In order to emphasise the crucial importance of good attendance the following rewards are given by our Attendance Manager:



- i) Achievement points are added to Class Charts on a weekly basis. Pupils will see the 100% weekly attendance reward on their Class Charts profile via the app. in the form of a trophy.
- ii) Pupils who have Individual attendance $\geq 95\%$ will receive a weekly A1, pupils who have attendance Individual attendance $\geq 98\%$ will receive an A2 award.
- iii) Every term, the names of all pupils who have achieved 100% attendance during that term are put into a computer programme which selects one name at random from each year group. Each pupil wins a £10 One for All voucher.
- iv) Every term pupils with the most improved attendance will receive a certificate of achievement and be entered into a prize draw. A computer programme will select one name at random from each year group. Each pupil wins a £10 One for All voucher.
- v) At the end of each term the form with the highest attendance in each year group has a form breakfast.
- vi) The X Days of Advent. Every morning from December 1st until the end of term, each pupil is given a raffle ticket in registration to write their name on and at the end of the day each year group draws their raffle and a prize is given to the winner. For some pupils this is a great incentive to get into registration on time.

b) Rules and Routines

This section should be read in conjunction with the routines and microscripts staff induction document as well as the EWC Code of Professional Conduct and Practice.

Expectations of Staff

At Penyrheol, we expect all staff to model good behaviour. This includes being calm, positive, approachable and respectful. Pupils will see examples of good habits and will be more confident to ask for help when they need it. Staff are expected to cultivate positive and appropriate relationships with all of our pupils. Our starting point must be unconditional




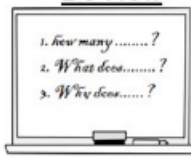


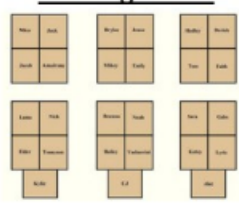
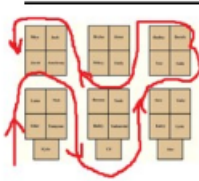




positive regard. When managing behaviour, we focus on the behaviour, not the pupil.

At Penyrheol, we have a number of established routines. When these are undertaken consistently across the staff body, they are incredibly powerful.


Routines at Penyrheol

Our successful and embedded routines at Penyrheol include the 6 strategies in “The Penyrheol Way- Classroom Routines”.

 The Penyrheol Way – Classroom Routines. Next Lesson. Every lesson. 		
<p>Threshold</p>  <p>Meet your students at the door, setting classroom expectations before they enter the room.</p> <p>Stand at the door- ideally one foot in the corridor, one foot in the classroom. Customise your greetings. Keep things positive. Be on time after break and lunch.</p>	<p>Do Now</p>  <p>Have work on the board that pupils do as soon as they enter the room. This is a great opportunity to give pupils daily retrieval practice.</p> 	<p>Alert Behaviours</p>  <p>Use this command to get pupils' attention and to manage transitions. Aim for 100% compliance.</p>
<p>Seating Plans</p>  <p>Pupils are to sit in your seating plan. Make these available on ClassCharts.</p>	<p>Own the Room</p>  <p>When students are working, walk around the room. Reinforce good behaviours. A subtle touch of the desk or a non-verbal communication can get pupils back on task.</p>	<p>End and Send</p>  <p>When the lesson ends, send pupils promptly to their next lesson. Maintain a presence in the corridor as they leave. The exception here is if you need to keep a pupil/pupils behind.</p>


 KEEP CALM
AND
BE FIRM
AND
CONSISTENT

Remember, your behaviour is the only one in the classroom over which you have total control. Keep calm. Be firm. Be consistent.


 KEEP CALM
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Some of these are covered in more detail in the Routines and Microscripts document.

Other wave 1 routines include:

- Dealing with punctuality
- Using ‘Least Invasive Intervention’
- Scripting a correction

- Toilet requests
- 3 30 30 for silent work

All of the above are covered in the Routines and Microscripts document.

c) Teaching behaviour as a curriculum

“Being well behaved is a combination of skills, aptitudes, habits, inclinations, values and knowledge. They can be taught”.

- Tom Bennett; Running the Room.

Principles of Teaching Behaviour (from Running the Room)

- Children must be taught how to behave
- Behaviour is a curriculum
- Teach, don't tell behaviour
- Consistency is the foundation of all good habits

We must accept that the behaviour that students need to thrive as learners can be learned (and therefore taught). We mustn't necessarily assume they all know how to behave and choose not to (though many times this will be true). Behaviour must be taught. Behaviour is like a curriculum. What we mustn't do is simply tell them to 'behave' and then praise or punish them according to their output. We need to patiently teach the behaviour we want, like any practical skill or academic syllabus. We check for common misconceptions. We ask them to demonstrate their learning. We reteach what has been learned. We revisit. We revise.

We need to teach the norms, the routines and the expected behaviour in each and every classroom. The more centralised routines we have, the easier this job becomes.

Pupils will need to be taught:

- What respect in our classrooms look like (including expected manners)
- What aspiration in our classrooms look like
- What entry/threshold/do now routines look like in our classrooms
- How we get and sustain their attention, particularly when task switching (Alert behaviours)
- What working in silence looks like



- What working in groups looks like
- What assembly routines are

Any and every norm in the classroom will need to be taught, and reinforced. Of course, pupils will also need to be taught why these are important (they can be linked with pupils being able to thrive and feel they belong in the classroom). All routines are simply 'The Penyrheol Way' of doing things.

"Any area of general behaviour that can be sensibly translated into a routine should be done so explicitly. This removes uncertainty about school expectations from mundane areas of school life, which reduces anxiety, creates a framework of social norms, and reduces the need for reflection and reinvention of what is and is not acceptable conduct. This in turn saves time and effort that would otherwise be expended in repetitive instruction. These routines should be seen as the aspiration of members of the school community whenever possible."

- Tom Bennett; Creating a Culture: How School Leaders can Optimise Behaviour.

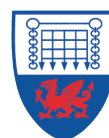
Correction or Consequence

Whether you go for a correction or a consequence (wave 2) can depend on many factors. Corrections should always be favoured but persistence, degree of disruption and motivation of behaviour may mean that a consequence follows (or is needed instead).



Possible graduated response when correcting behaviour.

This is a spectrum from correction to consequence. This doesn't apply to more serious behaviour.

	Steps	Actions	
1	Reminder	Remind the pupil about behaviour expectations. Link to the core value of respect wherever possible.	Correction
2	Caution	A clear verbal caution, delivered semi privately. Use the art of the consequence script.	
3	Last Chance	This now becomes a consequence with an appropriate sanction. This may be accompanied by a change of seat for the pupil. Give the pupil take up time when they have moved.	Consequence
4	Time Out	This may be a private conversation outside the classroom door before returning or it may mean moving the pupil to another classroom where possible.	



Wave 2 – Applying Consequences

<div>  THE PENYRHEOL WAY BEHAVIOUR FOR LEARNING  </div>			
Code	Behaviour	Consequences	
B1	Incorrect uniform/ unacceptable jewellery	Record on Class Charts	Form Teacher
	<ul style="list-style-type: none"> • Lateness to school / lessons • Lack of PE kit • Eating & drinking in class (other than water) • Distracting/disrupting other pupils • Lack of acceptable effort • No homework • Inappropriate language / response (to another pupil or member of staff) • Inappropriate behaviour in the corridor/school environment 	Verbal warning Move / Time Out Record on Class Charts B1 Classroom detention 10 minutes	Subject Teacher
	<ul style="list-style-type: none"> • Use of mobile phone 	Phone confiscated & handed to SLT	
B2	<ul style="list-style-type: none"> • Persistent B1s • Persistent incorrect uniform • Persistent refusal to co-operate and follow ALERT behaviours • Misuse of toilets • Persistent lateness to school/lessons • Abusive language to another pupil • Inappropriate conversation • Persistently stopping others learning • Damage to school property • Failure to turn up for B1 detention 	Record on Class Charts & referral to HoD/HoY Contact home B2 after-school detention with HoD/ HoY Report (Pastoral / Academic)	Head of Department or Head of Year
B3	<ul style="list-style-type: none"> • Persistent B2s and failure to turn up for a B2 detention • Abusive language to staff • Physical aggression to another pupil • Refusal to hand over phone or mobile device • Failure to follow the ICT Acceptable Use Policy • Instigating a fight or fighting • Major disruption preventing learning or teaching • Open defiance • Leaving school without permission or truanting lessons • Throwing an item off the balcony • Failure to turn up for B2 detention • Bullying • Vaping and smoking • Continual misuse of toilets 	Record on Class Charts & referral to Head of Year via email/ phone Senior member of staff on call for immediate assistance SLT B3 Detention after school Contact home Report (Pastoral / Academic)	Head of Year / SLT
B4	<ul style="list-style-type: none"> • Persistent B3s • Vandalism of school property • Intentionally setting off the fire alarm • Physical or verbal aggression towards any member of staff • Incidents of serious/dangerous/illegal behaviour • Assault of another pupil • Substance abuse • Racism • Homophobic Language 	Record on Class Charts & contact home Fixed term exclusion Follow up Report (Pastoral / Academic)	SLT

This section needs to be read in conjunction with the Applying Consequences video on the staff OneDrive area (in the promoting positive behaviour section). The video explains in detail how the behaviour for learning system should be used.

The following scripts from the Routines and Microscripts document complement this section:

- Mobile phones in class
- Giving pupils a consequence
- Senior Staff Duty Rota (SSDR)
- Dealing with defiance

Communication and Record Keeping

Two key principles to the effective use of sanctions are good communication and thorough record-keeping. Any intervention / pupil achievement must be recorded using Class Charts.

Accurate and thorough logging of serious incidents is vital in building up a full picture of a pupil's behaviour or a specific incident. This is particularly important particularly when it comes to communicating with parents/carers and in cases of fixed term or permanent exclusion. There is a proforma for incident statements in the appendix of this document.

It is essential that every member of staff uses class charts to record when achievement and behaviour points. There can be no positive impact with students if achievements are not recorded as readily as behaviour issues. Whenever a behaviour incident is recorded on Class Charts, it is the responsibility of the class teacher or whoever has recorded the incident to ensure that there is commentary added for every incident above B1.

All members of the school community are required to ensure that any comments that are added are factual, they do not mention another students' name and indicate clearly what action was taken by you as an individual and what the outcome was.



Reports

There are times when a pupil's behaviour may result in them being put on a behaviour report and various reports are available to monitor pupil progress:

Positive Report – Monitored by the Year Pastoral Team

Stage 1 - Monitored by the Year Pastoral Team

Stage 2 – Monitored by Ms Rees

Stage 3 – Monitored by Ms Rees/SLT

Heads of Year/Pastoral Support Officers will always discuss the report with the pupil and set achievable targets for them across all subjects. The report is also discussed with parents/carers prior to the report starting. Parents/carers are informed of their child's daily progress as the report is taken home to be signed at the end of each day.

Individual pupils may also be put on the following report for 1-2 weeks during which you would expect to see improvement over a short period of time which acts as a reset for the pupil:

Truancy / Punctuality report

Departmental report

Detentions

On occasion a pupil's behaviour will require them to attend a detention. Failure to attend causes the detention to be upscaled:

B1 Classroom Teacher - 10 minutes at break/lunch

We now run a centralised detention system after school on the following days:

B2 detention – Tuesdays and Thursdays 3:00pm – 3:40pm

B3 detention – Wednesdays and Fridays 3:00pm – 4:00pm

All detentions (break/lunch/after school) should be recorded on Class Charts so that parents/carers and pupils with the Class Charts app have a record of it.



A detention slip for B2/B3 detentions after school must be printed and handed to the pupil 24hrs in advance of the detention and parents/carers informed. Although there is a centralised detention system in place, Heads of Year and Heads of Department are still able to run additional after school detentions if they so wish.

Senior Staff Duty Rota (SSDR)

We run our Senior Staff Duty Rota to support colleagues and to help our pupils access their education which is their right.

SSDR should only be used where there is a genuine crisis in the classroom. Staff are encouraged to use their Head of Department or other members of their Department wherever possible when it comes to housing pupils that need to be removed from lessons.

Every lesson, a member of the SSDR team will patrol the school. This will usually be in the first 20 minutes of the lesson. They will carry a walkie talkie with them so they can be contacted by reception. On their patrol, they will call into 'hot spot' lessons to ensure pupils are settled.

If a member of staff requires for a pupil to be removed by SSDR, they need to email this address as it will be picked up by the SSDR iPad.

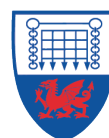
[email address for internal use only]

If an immediate sanction is needed such as an exclusion, the member of SSDR will pass this on to ER/SG. If an immediate sanction is not needed, the class teacher records the incident as normal, on Class Charts and selects a consequence as appropriate. The member of staff on SSDR will record the fact they were removed on Class Charts.

Exclusion from School

This section should be read in conjunction with the Welsh Government's document Exclusion from schools and pupil referral units (PRU).

The criteria the school uses to make decisions about exclusion are not set in stone. It has to be a matter of our knowledge of the pupil, the family and any record of past misbehaviour. We may not exclude a pupil for a first or second offence, but we may for a fifth, even though by itself it may



not be as serious as the first or second offence. There is, therefore, an important element of judgement and flexibility involved.

We are not allowed to exclude a pupil for an indefinite period; it has to be for a known, fixed period or it has to be permanent. We are not allowed to exclude a pupil for more than forty-five days in one academic year. Exclusions of more than five days have to be communicated to the Governors and the LEA. Parents/carers have to be informed of their right to appeal against the school's decision. It is, therefore, essential that the official exclusion letter is used and this must be signed by the Headteacher or, in his absence, a Deputy. It is also unlikely that we would exclude when preparations for public exams would be seriously affected.

Discipline committees must convene when a pupil exceeds 15 days fixed-term exclusion within a term. If a pupil's total number of days of fixed-term exclusion exceeds 15 school days in one term, any subsequent fixed-term exclusion(s) of the pupil in the same term would again trigger the discipline committee's duty to consider the circumstances of the exclusion.

It needs to be remembered that exclusion is a last resort. We must try every other sanction or method of changing their behaviour first whenever possible. Exclusions are always fully investigated, recorded and filed.

Permanent Exclusion

Ultimately the Headteacher can recommend permanent exclusion of a pupil to the Governing Body. There may be a final warning issued by the Governing Body before permanent exclusion takes place.

Permanent exclusion will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and will normally be used as a last resort. There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate permanently to exclude a learner for a first or one-off offence.

These might include:

- serious actual or threatened violence against another learner or a member of staff
- sexual abuse or assault



- supplying an illegal drug
- use or threatened use of an offensive weapon

A decision on whether or not to permanently exclude for a drug-related offence will depend on the precise circumstances of the case and the evidence available. In some cases, fixed-term exclusion may be more appropriate than permanent exclusion.

The use of Physical Intervention

There are circumstances, when it is appropriate for staff in schools to use physical intervention to safeguard students. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain students. 'Reasonable' in these circumstances means using 'no more force than is needed'. School staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property. Please refer to the school's Use of Reasonable Force policy.



Wave 3 – Proactive Targeted Support

At Penyrheol, there may be a small number of pupils that are unable to sustain positive behaviour, despite the routines and sanctions being consistently and fairly applied. These pupils are at risk of permanent exclusion and/or a EOTAS referral. As an inclusive school, we will look at appropriate, individualised, targeted support. We will aim to introduce these interventions before the pupil's behaviour reaches crisis point.

The pastoral team identify pupils that need this support and intervention. This list is monitored and changes as the year progresses. Interventions are evaluated throughout the year. Interventions that may be introduced include:

- Timetable modifications
- Mentoring
- Monitoring report
- Wellbeing intervention
- Timetabled sessions with Credu Learning Coach
- Specific intervention group e.g. Anger Management
- Early Help Hub intervention
- Working with YOS
- CMET intervention
- Tackle project
- Pastoral Support Plans (PSPs)
- Working with the Turnaround Project
- Working with the County Inclusion Team
- Attending Ty Cynnydd for some time each day (Penyrheol's bespoke alternative provision)
- Attending Inspire
- Attending Kickstart at Gower College
- Attending a work placement

Managed Move

If, as a school, it is felt that a student's behaviour can no longer be managed by the school then a managed move can be arranged. This is done in collaboration with the family, the Local Authority and another

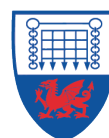


school – all parties should be in agreement. The school adheres to agreed processes that apply to all schools across the LA.

Staff Expectations- Summary

All staff have an important role in developing a calm and safe environment for pupils by establishing clear boundaries of acceptable student behaviour.

- All staff must uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships.
- All staff must challenge pupils to meet the school expectations as outlined in our core values, our classroom rules and our pupil's code of conduct.
- All staff must communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Staff must consider the impact of their own behaviour on the school culture and how that can uphold the school rules and expectations.
- All staff should adhere to the behaviour policy and execute it in a fair, predictable and consistent fashion.
- All staff must behave calmly and consistently. When we are faced with challenging behaviour, we aim to de-escalate and reinforce the school's norms.
- All staff must 'wipe the slate clean' after any incident with a pupil. This is part of our professional duty.
- As staff, we strive for high standards and we encourage pupils to be accountable for their actions. With that in mind, it is vital we model this when we get things wrong. We are human and will make errors. It is important that we have a culture where we hold our hands up if we get things wrong and we apologise to the relevant party. This models what we expect from all other stakeholders.
- All staff will have the opportunity to feedback on any and every area of this policy so further improvements can be made.



The Role of Pupils

- All pupils have the right to learn in an environment that is calm, safe, supportive and where they are treated with dignity
- Every pupil must be regularly made aware of the school behaviour standards, expectations, pastoral support and consequence processes.
- All pupils have a responsibility to uphold the school's 4 core values and contribute positively to the school culture.
- All pupils will have regular opportunities to provide feedback on their experience of behaviour and the school's behaviour culture. This will support the evaluation and improvement of the promoting positive behaviour policy.
- All pupils will be supported to achieve the highest standards possible, including an induction process that familiarises them with the school's positive behaviour culture. This will be repeated throughout the year.

The Role of Parents/Carers

- Parents/carers are crucial in helping us to develop and maintain positive behaviour. We welcome their support and the opportunity to work in partnership. We all want the very best for your child.
- To support us in our work, parents/carers need to understand the school's policies that support us in maintaining good order e.g. mobile phone policy, anti-bullying policy.
- To support us in our work, parents/carers should reinforce the policy at home, as appropriate.
- To support us in our work, parents/carers should raise any concerns directly with the school.
- To support us in our work, parents/carers should reinforce the message that the whole school approach is designed to work for the many, not the few.
- To support us in our work, parents/carers should keep themselves updated about their child's behaviour, by using the Class Charts app so that they can celebrate the successes of their child.



Monitoring and Evaluating School Behaviour

Penyrheol School has an effective system for data capture, including all aspects of the behaviour culture. In order for it to be effective, teachers, middle leaders and senior leaders must monitor it and analyse it objectively. The school collects data from a range of sources, including:

- Class Charts achievement and behaviour data at the individual, group, cohort and school level
- Attendance, permanent and fixed term exclusion data
- Use of PSPs and Managed Moves
- Incidents of searching
- Evaluations of Behaviour Interventions and the number of pupils accessing them.
- Anonymous surveys for staff, students and governors on their perceptions and experience of the school behaviour culture.

Leaders and staff need to analyse data with an objective lens and from multiple perspectives; at a school level, class level, group level, student level. Leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. This then must lead to action to further improve behaviour.



Appendix

Building Relationships

“This is the hardest part: how to build relationships with students. It takes time with some students; with some it takes years. But the magic trick... well, there is no trick. But if you work on routines and consistency then relationships start to happen. It is rarely (maybe never) achieved directly. You cannot make children respect or heed you or view your directions with value. But you can build it over time if you are reliable, resolute, obviously care about them academically and as people, but are stubborn enough to be consistent and retain high expectations whatever happens. Don't try to curry favour with children. Don't bribe them; don't fawn or beg them to behave. Build a culture where they want to behave. Be the teacher.”

- Tom Bennett

We want any new colleagues or a staff taking on a new class to have great behaviour from the very beginning. We would never say that relationships have to be built first before children will behave for you. But building relationships is important. It certainly doesn't come at the expense of routines and consistency. It comes from having high expectations of them. It comes from showing them that you value them and (even) like them as individuals. It comes from, when necessary, separating their behaviour from them as a person. Pupils like teachers that show their own human side. Our pupils like teachers for a variety of different reasons. If you work hard for them, see the best in them, have high expectations of them and are consistent with them, they will like you for all the right reasons.

Undertaking extracurricular activities gives the opportunity for pupils to see you (and vice versa) in a different light. Equally, relationships can be built by having conversations with pupils when we are on duty. We can show an interest in them. If we know they have had sporting or creative success outside school, let's celebrate that with them. These interactions can complement what we do in the classroom. It shows the pupils we are there for them and that we value them as individuals.

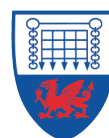




When writing this statement you need to:

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Promoting Positive Behaviour Policy



Are We Trauma Informed?

There is much talk about the importance of the education profession being trauma informed. This doesn't mean that there is a set response for managing pupils who have experienced a specific trauma. It is also true that for pupils that have experienced trauma, much of the work will be undertaken by the pastoral team and this will happen over time. The good news is that strategies that schools can implement to be 'trauma informed' will actually be beneficial to all learners and we already practice so much of what would be classed as trauma informed.

The culture in our school is that staff don't routinely shout at pupils. Calm, consistent adult behaviour is our mantra. All our professional learning in 22/23 focused on calm, consistent approaches which de-escalate not inflame. Art of the consequence, least invasive intervention and indeed all of our micro scripts all have consistency, calmness and de-escalation at their heart.

A key routine at Penyrheol is that all staff do threshold. This is exactly the same as the meet and greet protocol advocated by trauma informed schools training. All staff are expected to do meet and greet at every lesson changeover.

Our Health & Wellbeing curriculum includes healthy relationships as well as mental and physical health and regulation.

On top of this, every pupil (including our most vulnerable) has access to a named, emotionally available adult. They know when and where to find them. We have a full time, non-teaching Pastoral Support Officer for each year group.

When introducing a number of new initiatives over the last few years, we have purposefully not used the language of trauma informed because we don't want staff to feel that these practices are only for pupils that have experienced trauma. Good practice that aligns with trauma informed practice is good for all pupils (but especially so for pupils that have experienced trauma).

