

POSITIVE BEHAVIOUR POLICY



*Giving our children the best
possible start in life*

Reviewed September 2021

1.0- A. Mills
2.0- A. Mills (July 2022)
3.0- A. Mills (August 2023)

Date Approved by Governing Body:

POSITIVE BEHAVIOUR POLICY

Purpose

Behaviour is a key feature of the school which requires clear, shared understanding amongst all stakeholders. This policy has been developed to ensure there is a consistent approach towards positive behaviour management across the school.

We want all children to feel valued and value others, irrespective of gender, race, religion or disability, reflect on their actions and take responsibility for the consequences of those actions.

Aims

Our aim is that our pupils are happy during their time in school and should respect themselves as individuals and as collective members of our school community. We believe that to excuse disorderly classrooms is to allow precious opportunities to be stolen from our children. They must be encouraged to respect other people's feelings, attitudes and property. The school behaviour policy is built around positive behaviour and the recognition and reward of this.

Objectives

- To promote mutual respect between all members of the school community
- To provide a safe, positive and productive learning environment, where praise and encouragement will be the primary focus of adult interactions with pupils
- To promote values such as honesty, fairness and respect, which will help instil good behaviour
- To instil a sense of personal responsibility for our own behaviour
- To make positive behaviour a minimum expectation and cultural norm.

School Rules

There are three simple rules at Twynyrodyn Community School:

- Be ready
- Be respectful
- Be safe

This expectation encourages behaviours that are focussed on the wellbeing of all pupils and are also conducive to a safe and productive learning environment. Each year, the classes have the opportunity to reflect on these and design their own bespoke agreement.

Promoting Positive Behaviour

'Positive Framing' (TLAC 59) is used to assume the best and provide the opportunity for a positive response from the pupils. The positive reinforcement of good behaviours is a key aspect of our policy. This is achieved using 'Precise Praise' (TLAC 60):

- Focus on actions, not traits
- Verbal/ non-verbal acknowledgement for meeting expectations
- Praise for exceeding expectations (adding judgement words and greater enthusiasm)
- Reward points (Dojos)
- Stickers/stamps
- Positive Praise Note home
- Visit to the Headteacher

'The Joy Factor' (TLAC 63) supports and promotes positive behaviour within the classroom and school.

Supporting Pupils to Develop Positive Behaviour

The school supports pupils to develop their own behaviour and take responsibility through:

- Clear directions that tell children 'What To Do' (TLAC 52) with specific, concrete, sequential and observable directions
- Directions are followed up with 'Radar and Be Seen Looking' (TLAC 53) as staff explicitly look for follow through from the children, sending the message, *I care whether you do what I asked. I will notice whether you do so or not.* Scanning from the corner of the room is an effective perch.
- High expectations delivered with warmth (TLAC 61)
- Emotional Constancy (TLAC 62)
- Motional bespoke interventions
- Bespoke Boxall profile plans
- Accessing support from external agencies

Preventing Disruptive Behaviours

The goal of behavioural interventions is to get 100% of the children on task, attentive and positively engaged in lessons and wider school life. At the heart of this is the understanding that equity begins with achievement and all of our children deserve an orderly learning environment. We want our children to learn that we are all responsible for our behaviours and therefore must take responsibility for them.

Staff will use the 'Least Invasive Intervention' (TLAC 55). This list is not necessarily progressive and its use will depend upon circumstances, although the aim is to be as close to the top as possible.

- **Nonverbal Intervention**- teacher should remain teaching during this.
- **Positive Group Correction**- a quick, verbal reminder to the entire group, advising them to take a certain action ("Remember to track the speaker.").
- **Anonymous Verbal Correction**- describes the solution, however makes it explicit that there are people who have not met expectations ("I need two more sets of eyes on me.").
- **Private Individual Correction**- when more time with a child is needed, privacy can be maintained by asking the class to work independently and a calm, quiet voice being used to provide the solution ("I need to see you writing in ten seconds."). This works well when Private Individual Precise Praise is part of classroom routines.
- **Lightening Quick Public Correction**- the focus here needs to be putting a child on-stage for the least amount of time possible, telling them what they need to do right, rather than what they are doing wrong and calling attention to something that reinforces positive norms ("Sam, I need your pen moving, just like everyone in the back row.").
- **Consequence**- behaviour that is deliberate and disruptive most often is behaviour that should earn a consequence, particularly if behaviour has continued in spite of a correction.

Consequences may need to be given, despite the best endeavours of staff. When these are required, they should be given *because* we care about our children and want the best for them. The purpose of these is to change non-productive behaviours into positive ones, rather than punishing. A just, fair and manageable consequence is an act of caring to a child who must learn to respect, set limits and self-regulate. These are designed with the 'Art of the Consequence' (TLAC 57):

- **Incremental**- small mistake, small consequence
- **Quick**- an immediate consequence is more closely associated with the action and will reduce the likelihood of escalating behaviour
- **Consistent**- responses should be consistent in the minds of the children (If I do X, Y will happen)

- As private as possible- using the techniques above (TLAC 55) will support this principle
- Depersonalised- judge the action, not the person (“That was inconsiderate” rather than “You are inconsiderate”).

Techniques for supporting pupils with positive behaviour (listed above) should be considered for those regularly receiving consequences. This may require a time limited deviation from this policy in order to best meet their needs and support them.

More serious breaches of discipline, such as physical or verbal abuse, bullying, etc may supersede the above procedures. In such cases, the pupil will be sent to the Headteacher or other Senior Leader and a conversation will be required with parents. For extremely serious breaches, an exclusion may be imposed. Parents have a right to appeal this decision.

Only the Headteacher (or Acting Headteacher) has the power to exclude a pupil. They have the power to exclude a pupil for one or more fixed periods, for up to 45 days in any school year. They may also exclude permanently. The Chair of Governors is informed of any exclusions. The parents/ carers are also informed immediately and given the reasons for this. An exclusion letter is also provided, detailing the appeals process.

Physical Intervention

All school staff have a legal power to intervene to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property, and to maintain good order and discipline amongst the pupils. Physical intervention is only one aspect of the strategies available when managing challenging behaviour and should only be used as a last resort. The focus is on preventing the need for the use of physical interventions by creating a positive and productive school environment.

Role of the Family

It is important that parents and carers engage positively with school so we are able to provide consistent messages and expectations for our children.

Role of the Pupils

Pupils are expected to follow the school rules and take responsibility for their behaviour.

Role of the Staff

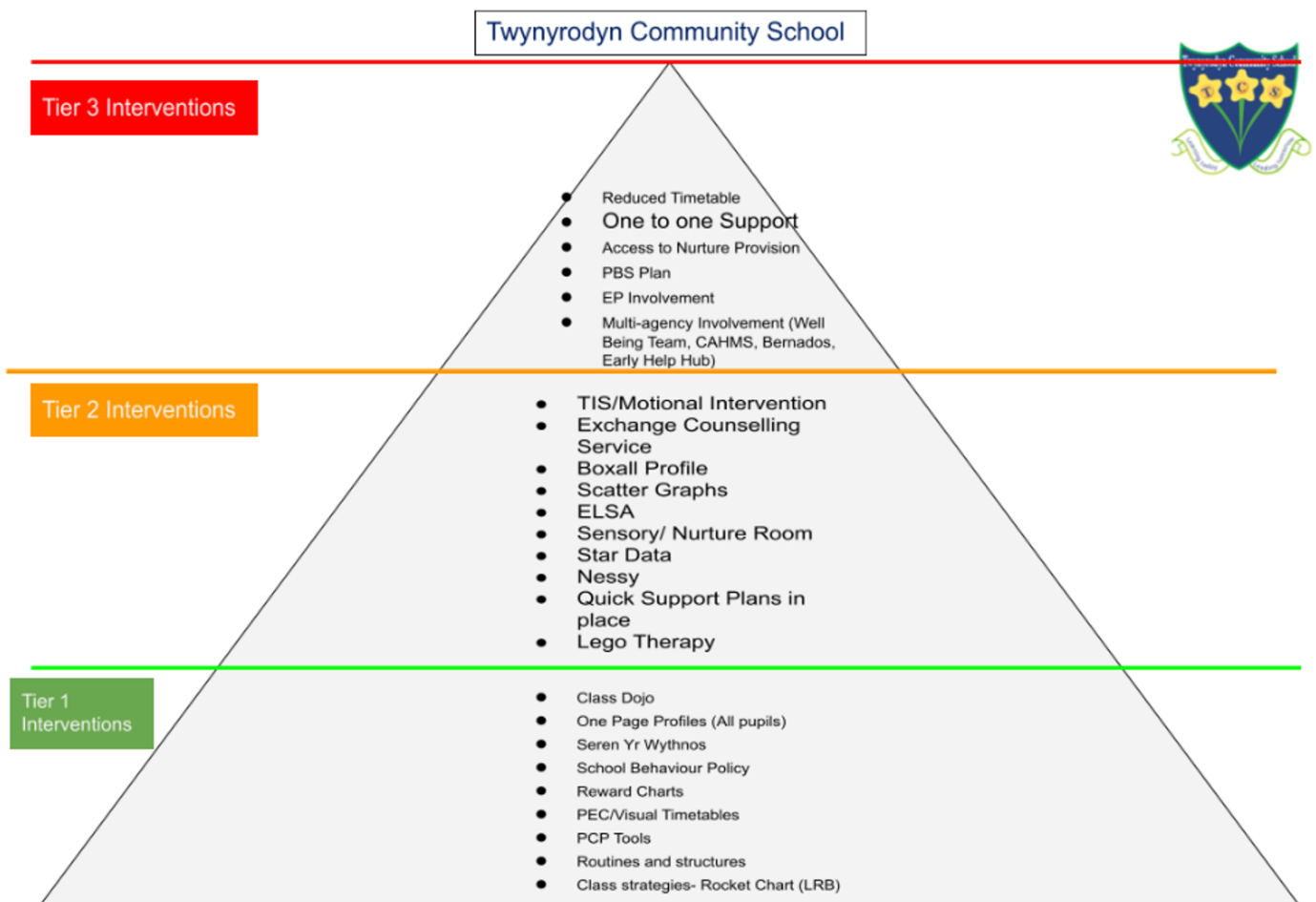
- Establishing appropriate relationships with pupils that ensure they feel safe, successful and known
- Providing pupils with a good role model
- ‘Making Expectations Visible’ (TLAC 54)
- Establishing an orderly, safe environment, conducive to learning
- Encouraging the development of social skills through planned and incidental activities
- Encouraging a caring attitude and consideration for others
- Consistently applying our school rules in a firm, calm manner

We should always use ‘Firm, Calm Finesse (TLAC 56):

- Catch it early- we’re more likely to correct positively, with a smile, if it feels like a tiny adjustment
- Use positive framing- assume the best of the children (“A couple of us seem to have

forgotten...”; “I must not have been clear...”; “Some people appear to be confused...”; “I appreciate your enthusiasm, but we need to...”;

- Value purpose over power- we strive to consistently reinforce that the goal is helping children learn and succeed
- Remember that “Thank you” is the strongest phrase- thanking a child for following a corrective direction reinforces expectations and normalises follow-through
- Use universal language- reminds children expectations are universal (“We need you with us” and “Let’s make sure we are all tracking the speaker”)
- Use a bright face- our teaching smile shows we like our work, the people here and are confident. This is particularly important to show after a redirection or correction to reassure children that all is well.



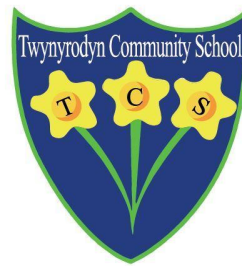
Agreed with pupils via School Council:

Agreed by staff:

Agreed by Governors:



Twynnyrodyn Community School Home School Agreement



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As a parent/carers I will:

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- Make sure my child attends school regularly and arrives at school between 8:50 and 9:00am wearing school uniform (or PE kit on the appropriate day);
- Inform the school of any concerns or worries that may be affecting my child's learning in an appropriate and respectful way;
- Attend meetings with my child's teacher and other staff, aiming to be positive and productive, working towards moving my child on in their learning;
- Support and work with the school to ensure that the behaviour policies of the school are maintained;
- Respect the confidentiality of each child;
- Regularly read information on the weekly newsletter, website and Seesaw app so that I am kept-up-to-date with important details of relevant policies, meetings, events and information about my child;
- Endeavour to complete any additional activities with my child suggested by the school to support their learning.

Agreement signed by:

Mr A. Mills
Headteacher

Parent/ Carer:

Name: _____

Signature: _____

Parent/ Carer:

Name: _____

Signature: _____

Date: _____