

# Ysgol Uwchradd Cyfarthfa

## Cyfarthfa High School

Barod. Parchus. Diogel.



Ready. Respectful. Safe.

## Positive Behaviour Policy

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<b>Contents</b>	<b>Page</b>
<b>Rationale</b>	<b>3</b>
<b>School Expectations and Processes</b>	<b>4</b>
<b>Class teacher graduated response to dealing with negative attitudes</b>	<b>6</b>
<b>Recognition and Rewards for Effort</b>	<b>7</b>
<b>Appendices</b>	
<b>Appendix 1 Behaviour Management graduated approach structure</b>	<b>9</b>
<b>Appendix 2 Graduated approach coding</b>	<b>10</b>
<b>Appendix 3 Code of conduct</b>	<b>15</b>
<b>Appendix 4 Staff Blueprint</b>	<b>19</b>
<b>Appendix 5 Assertive language</b>	<b>20</b>
<b>Appendix 6 – Role modelling</b>	<b>24</b>
<b>Appendix 7 – Reflection time</b>	<b>29</b>
<b>Appendix 8 – Restorative session / questions</b>	<b>30</b>
<b>Appendix 9 Incident sheet</b>	<b>31</b>
<b>Appendix 10 Graduated response for pupils and staff</b>	<b>33</b>
<b>Appendix 11 Exclusions checklist</b>	<b>35</b>
<b>Appendix 12 PCP tools</b>	<b>36</b>



## **Rationale**

### **Policy statement**

Cyfarthfa High School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

### **Aim of the policy**

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and good relationships are promoted.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all through the school code of conduct @Ready, Respect and Safe'

### **Purpose of the policy**

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

- Recognise behaviour norms
- Positively reinforce behaviour norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through Positive Behaviour Support (PBS)

## ***'RECOGNITION CHANGES ATTITUDES'***

For any policy to make an impact there needs to be consistent, clear and shared expectations of all involved (See Appendix 1 ). What follows below are these expectations of our graduated approach (See Appendix 2 ). These shared expectations will support all students as they will benefit from a consistent approach. The SLT team have a clear role in supporting all Middle Leaders where the referral system is used fairly and systematically.



## School Expectations

### G4 Class/Form teacher expectations:

- To work with a team approach.
- To be reflective practitioners who take responsibility for your own class room management and standards.
- Ensure that you arrive to lessons before the students wherever possible;
- Stand at the door and monitor the area near your classroom;
- Create an atmosphere that is conducive to enjoyable and purposeful learning.
- Greet the class at the door;
- Ensure that all classes have a seating plan that maximises learning and minimises disruption;
- Insist that all coats are off and bags are on the chair;
- Books, planners and equipment should be placed on the desk at the start of the lesson;
- Registers are to be taken as close to the start of the lesson as possible, and notify Attendance Officer of any absences.
- Have high expectations of students and their work;
- Key Stage 3 students engage in DEAR at the start of lesson 5. Quizzing and changing of books not to be done in this time.
- All teachers to routinely award positive points on Class Charts at a ratio of 3 positives to one negative
- Any behavioural incident can be recorded with additional commentary added at the end of the day;
- No child is to be allowed to be out of class without a teacher's pass;
- Students must be dismissed on the bell in an orderly manner and not before.
- Be positive; reminding students of the school code of Ready, Respectful, Safe in and around the school.
- Always refer to the visual code of conduct when addressing any incident of negative behaviour in lesson or around the school (See Appendix 6).
- With known absence ensure appropriate cover work is set for all classes.

### G3 – Head of Department expectations:

- Work with a team approach.
- Monitor Class Charts behaviour log on a weekly basis and identify patterns of achievement and behaviour via 'Class Charts Analytics';
- Support individual staff that experience difficulties with particular groups through a range of strategies
- Ensure that all members of the department employ positive behaviour management strategies;
- Monitor classes in your area when not teaching or when staff are absent where possible and time allowing.
- Ensure that individual teachers receive feedback regarding any incident that has occurred;
- Take a lead role in communicating and celebrating student success e.g. phone call, website, twitter, Class Charts, praise postcards in liaison with Form tutors, HOY, AHOY, assemblies etc
- Ensure that appropriate cover work is left by any member of the department in the known absence.
- Set cover work for classes in the event of unforeseen absence of colleagues.



## **G2 – Head of Year expectations:**

- Work with a team approach.
- Identify potential hot-spots across the year group and support staff across the school where possible;
- Be vigilant around the school in order to regularly monitor student attitudes to learning;
- Monitor Class Charts entries on a daily basis to ensure that you can strategically address identified areas
- To have an open door policy to feedback outcomes to staff, in person if possible, about incidents and outcomes;
- Liaise with parents at the earliest opportunity to discuss progress of children (positive and causes for concern);
- Ensure all Form Tutors employ positive behaviour management strategies during tutorial and year team meetings;
- Take a lead role in communicating and celebrating student success e.g. phone call, website, Twitter, Class Charts, Assemblies, Trips;
- Ensure that Form Tutors are consistent in implementing common routines during the registration time using regular monitoring.
- Liaise with Home Tutors.
- Positive reinforcement through assemblies, tutorial tasks.

## **G1 – Senior Leadership Team Expectations**

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

- Work with a team approach.
- Meet and greet learners at the beginning of the day.
- Be a visible presence around the site and especially at changeover time.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support all staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of school provision.
- Challenge pupils and staff who are not meeting expectations.

## Class teacher graduated response to dealing with negative attitudes to learning.

These strategies are used in conjunction with the school code of conduct

1. Reminder	You will be given a non-verbal reminder. You will be given a quiet verbal reminder and reminded of the school code of conduct.
2. Caution	You will be moved to a new seat within the class. Do not argue or refuse to follow the instruction from your class teacher.
3. Final opportunity	You will be given a final warning by the class teacher reminding you of your behavior in line with the school code of conduct and consequences of not engaging positively. Your teacher will issue you with a class level restorative meeting.
4. Time out	Your teacher will issue you with a short time out. This may include moving to a different teacher within the department or a colleague. This is not negotiable. If you are a serious disruption to teaching and learning or a risk to health and safety then a member of the on-call team will remove you from class.
5. Reparation	This will take the format of a restorative meeting at either break-time, lunch-time or after-school (for more persistent or serious incidents).



## Recognition and Rewards for Effort

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

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

### Reward Menu

Each Form Tutor will be encouraged to keep a visual display (Class Charts Analytics) in their room that celebrates the positive achievements on a weekly basis

There will also be other spot prizes available throughout the year. These will be organised by the Head of Year / AHOY and/or Head of Department and can include e.g. a session in the sports hall, cinema afternoons, reward trips, hot chocolate Friday, attendance badges, early lunch class/individual, a special area to relax with refreshments, Art/Drama/ICT/Food after-school classes/programmes for those that have the most points.

### Attitude to Learning

It is essential that every member of staff records both negative attitudes to learning and achievements for **ALL** students. **There can be no positive impact with students if achievements are not recorded as readily as behaviour issues.**

Whenever you record a G code incident on Class Charts, it is the responsibility of the class teacher or whoever has recorded the incident to ensure that it has been actioned appropriately. All members of the school community are required to ensure that any comments that are added are factual; they do not mention other students' names indicate clearly what action was taken by them as an individual and what the outcome was.

### Reflection

Reflection forms an integral part of the school's achievement and sanction policy. Under Section 550B of the Education Act 1996 (added by Section 5 of the 1997 Act) schools have legal backing to detain pupils after a school session on disciplinary grounds. Schools do not, in fact, need the permission of parents to do this, although parents must be given 24 hours' notice of the school's intent to do so.

'All schools have the legal authority to detain pupils on disciplinary grounds, after the end of the school session, without the consent of the parent/guardian.' (National Assembly Circular 2004)

The school will focus on adopting a series of graduated restorative meetings and not refer to them as detentions instead using the term reflections:

**Class teacher break-time reflection (G4/G3)** – This is to be held in the first 10 minutes of break allowing both pupil and staff a due rest break. During this time PCP toolkit and restorative practices should be implemented for persistent pupils who continue to break the school code of conduct. (see appendices 8 & 12).

**Lunchtime reflection (G4/G3/G2)** – This is to be held in the first 10 minutes of break / lunch allowing both pupil and staff a due rest break. During this time PCP toolkit and restorative practices should be implemented for persistent pupils who continue to break the school code of conduct. (see appendices 8 & 12).

**School Reflection (Thursday) (G3/G2)** – 45 minutes: This sanction is to be used at the discretion of Head of Year/Assistant Head of Year. In the majority of cases, it should be used in addition to departmental sanctions when



there is clear evidence of prior intervention strategies, including break and lunch time reflective meetings. During this time PCP toolkit and restorative practices should be implemented for persistent pupils who continue to break the school code of conduct. (see appendices 8 &12).

**Senior Leadership Reflection (Monday, Tuesday and Wednesday) (G1) – 45 minutes:3 -3.45pm** This sanction is to be used at the discretion of the SLT. In the majority of cases, it should be used in addition to whole school sanctions when there is clear evidence of prior intervention strategies, including break and lunch time reflective meetings. During this time PCP toolkit and restorative practices should be implemented for persistent pupils who continue to break the school code of conduct. (see appendices 8 & 12).

The school will give at least 24 hours' notice to parent/guardian before and after school reflective meeting takes place. This will be via a letter and/or phone call home. The notice will inform the parents that their child has been given a reflective meeting, the reason for the reflective meeting and when the child will have to remain at school; parents may also be contacted requesting permission to detain pupils on the same day.

## **Exclusions**

The school is aiming to reduce the number of exclusions and as such operates an intervention model to ensure a student is supported to modify their behaviour to prevent the risk of exclusion from school. It is important to develop a consistent approach to discipline in general but to exclusions in particular. Loss of school time should provide a real punishment for the offence and a deterrent against future wrong doing. A suitable amount of work to be done during the exclusion period will be available from the school for parents to collect and return for marking. The exact length of the exclusion should reflect each pupil's individual circumstances and the seriousness of the misdemeanour that has been committed. A combination of interventions will be compiled to meet the needs of the individual learner. Exclusion Checklist to be completed by HOY then SLT. See appendix 13:

## **Permanent Exclusions**

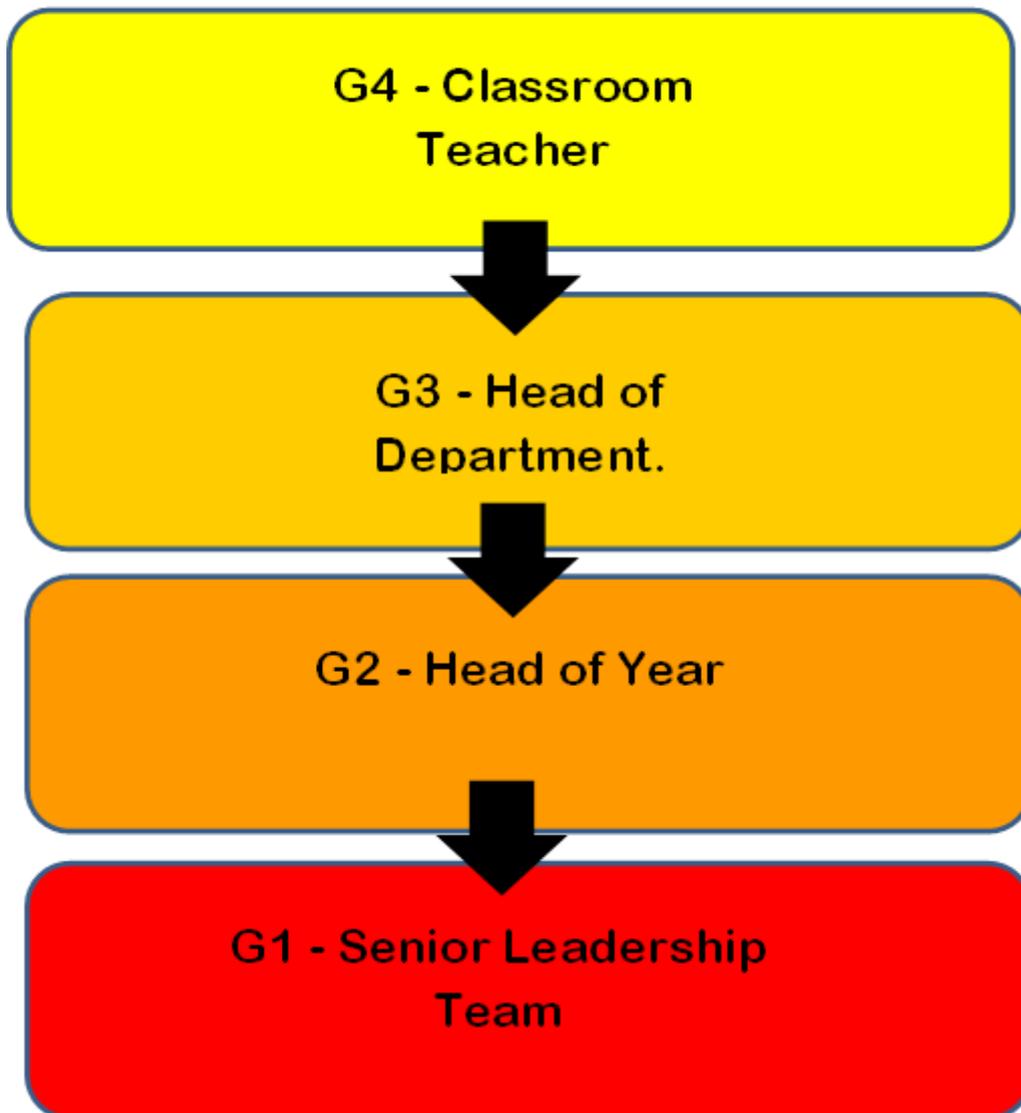
A decision to permanently exclude a pupil is a serious one. It will usually be the final step in a process for dealing with disciplinary offences, following a wide range of other strategies which have been tried without success including a final warning by the Governors/ Disciplinary Panel. Where appropriate, the school will inform the Police and other agencies, e.g. Youth Offending Team, Social Workers.

Permanent exclusions can also regrettably arise following an extremely serious 'one off' incident where permitting the pupil to stay in school would seriously harm the education and welfare of pupils and staff in the school.



## Appendix 1

### Behaviour Management: Graduated Response CHS







# Graduated Approach



Who is responsible for dealing with it?

A G4 behaviour is low level behaviours shown in Cyfarthfa High School. This type of behaviour will be dealt with by the Class Teacher/Form Tutor.

The Class Teacher will pass these incidents onto the Head of Department if the pupil continues to disrupt learning, becoming a G3.

What is a G4 behaviour?

Single incidents of misbehaviour and possible recurring instances.

Disruption of Learning. Rudeness & Defiance of classroom instruction. Lack of respect for peers. Inappropriate language. Unprepared for learning. Lateness to lesson. Unauthorised use of mobile phone. Questioning authority. Disengaged with learning. Off task. Eating in Lessons. Out of uniform. Talking in a test. Eco-Enemy.



# Graduated Approach



Who is responsible for dealing with it?

A G3 behaviour is a **serious** type of behaviour shown in Cyfarthfa High School. This type of behaviour will be dealt with by **Heads of Department** following a referral from **the class teacher**.

The **class teacher** will have tried methods to help solve the behaviour but the pupil has not responded in the correct manner.

What is a G3 behaviour?

Recurring **and/or** persistent misbehaviour leading from G4.  
Misbehaviour within the subject.

Continued defiance & poor choices from G4. Continued breach of department policies (H&S). Failure to attend G4 reflection.  
Continued disruption of learning from G4. Absconding during the lesson.



# Graduated Approach



Who is responsible for dealing with it?

A G2 behaviour is a **more serious** type of behaviour shown in Cyfarthfa High School. This type of behaviour will be dealt with by **Heads of Year/Assistants** following a referral from the **Head of Department & class teacher**.

The **Head of Department** will have tried methods to help solve the behaviour but the pupil has not responded in the correct manner.

What is a G2 behaviour?

Recurring **and/or** persistent misbehaviour leading from G3 & G4 misbehaviour across the curriculum and around the school.

Continued defiance & refusing to follow instruction from G3 & G4. Continued breach of school policies (H&S/Physical altercations). Failure to attend G3 & G4 reflection. Continued disruption to learning from G4. Persistent absconding during the lesson. Smoking/vaping. Truancy. Misuse of passes. Off site.



# Graduated Approach



Who is responsible for dealing with it?

A G1 behaviour is the **most serious** type of behaviour shown in Cyfarthfa High School. This type of behaviour will be dealt with by **Heads of Year/Assistants** in the first instance and passed onto the **Senior Leadership Team**.

The **class teacher** will pass this incident onto the Head of Year at the earliest opportunity

What is a G1 behaviour?

Serious instances of misbehaviour **or** continued misbehaviour leading from G2 **or** Extreme cases of misbehaviour.

Bullying. Swearing directed at members of staff. Aggressive behaviour to others. Inappropriate use of mobile phones. Inappropriate internet usage. Damage to school property. Serious breaches of Health & Safety. Persistent off site. Persistent truancy. Theft. Comments/actions regarding protected characteristics (Racism, homophobia, sexually suggestive, disability, gender, culture, ageism, religion). Exam malpractice.



# Graduated Approach



G1

Refer to PCP. Investigation. Restorative practice. Monitoring. Contact with parents. Individual internal inclusion (supervised accordingly). Inclusion. Managed moves. Bespoke timetable. Involve outside agencies. Fixed term exclusion (SLT decision on duration). Governor scrutiny of exclusions. Permanent exclusion as outlined by Welsh Government. Local Authority. Police and Youth Offending Service as necessary.

G2

Removal and relocation. Contact with parents to be made. Refer to PCP. Afterschool reflection. Follow up on Classcharts. Head of Department to Liase with Head of Year regarding further action. Report card. Mentoring. Pastoral support plans. Referral to RM28. IDP's. Involve outside agencies. Issue Passes.

G3

Head of Department to hold discussion with pupil, helping them to reflect on their behaviour. Hold a restorative session with pupil and Class Teacher. Review Class Teacher PCP work. Record discussion/HOD input on Class Charts. Set one detention if two Class Teacher set reflections missed. Removal from class. Contact home.

G4

Teacher to hold discussion with pupil, helping them to reflect on their behaviour. Complete PCP chart. Classcharts - recording of behaviour and where appropriate, additional information including sanction given. (break or lunchtime reflection). Removal from class leading to G2. Contact home.

## Appendix 3 Cyfarthfa High School Code of Conduct

Our Code of Conduct is aimed to improve the safety, security and wellbeing of all our students.

Ready  
Respectful.  
Safe.

What does it mean to be SAFE at Cyfarthfa High School?

This is what you think.....





Cyfarthfa values. Cyfarthfa cares.

The Code of Conduct should be referred to whenever a student engages either positively or negatively throughout the course of the school day. This will support the embedding of the school Code of Conduct (ethos) of the school. The school code of conduct incorporates a range of additional policies including the:

- Uniform policy
- Mobile policy
- Attendance policy
- Anti-bullying policy
- Teaching and Learning policy
- Home-Learning policy
- CP Policy



# Ready.

Respectful.

Safe.

What does it mean to be READY at Cyfarthfa High School?

This is what you think.....



Cyfarthfa values. Cyfarthfa cares.

- Get a good night's sleep
- Wear correct uniform
- Pack your bag the night before
- Eat breakfast
- Put money on your dinner card
- Have full attendance and be punctual to assemblies and every lesson
- Line up appropriately and greet your teacher
- Be ready to learn with correct behaviour, effort and attitude.
- All equipment, lesson books, planner, ingredients, P.E. kit, DEAR books, home work and class work completed
- Phones off and away in your bags
- Revision done

# Respectful

Ready.

Safe.

What does it mean to be RESPECTFUL at Cyfarthfa High School?

This is what you think.....



Cyfarthfa values. Cyfarthfa cares.

- Respect oneself
- Respect and tolerance for the opinions, religions, beliefs, cultures, races of others
- Show respect at all times to other students, all staff, office staff, dinner ladies, caretakers and all visitors to the school
- Wear uniform respectfully
- No use of foul and abusive language
- No chewing
- Take responsibility for your actions and resolve differences respectfully
- Show acts of kindness e.g. opening doors and saying please and thank you
- Show care, kindness and manners
- Respect for the school property and environment e.g. no vandalism, graffiti and litter
- In class respect your books and resources and equipment
- Listen, ask politely don't shout out or talk over anyone else
- Raise your hand
- Complete tasks set

# Safe

Ready.

Respectful.

What does it mean to be SAFE at Cyfarthfa High School?

This is what you think.....



- As you travel to and from school
- In and around the school environment
- Stay on site
- Walk, don't run around the corridors and school canteens (queues)
- Follow the one way system correctly
- Take care on the stairs and lifts
- No physical play
- Make the right choices
- Wear appropriate footwear
- Take care in the car parks and the cars
- Follow safety procedures in the Science laboratories , Technology workshops and when using specialised equipment
- Safe internet use
- Act safely and sensibly around the school
- Follow the safety procedures for the fire drill
- Be registered in all lessons
- Follow instructions when told
- Feel safe from bullying
- Feel safe to talk to peers and staff
- Feel safe in discussing personal concerns and expressing your own opinions

Cyfarthfa values. Cyfarthfa cares

## Appendix 4 Staff Blueprint

**CYFARTHFA HIGH SCHOOL**  
Achievement and Sanction Blueprint

### Visible Consistencies

1. All staff meet and greet students at the door.
2. All staff challenge students not complying with school code of conduct.
3. All staff must let their class out on the bell.
4. Duty teams to ensure hotspots are monitored across the school.
5. All staff at their duty positions on time.
6. All staff at every opportunity to recognize achievement by using Class Charts, departmental strategies.
7. All staff are a visible presence within the corridor / classrooms.

### All adults at Cyfarthfa High School strive to:

1. Be calm, considered and controlled at all times.
2. Be relentlessly positive (with high expectations for all).
3. Build trusting relationships by catching students being the best they can be.
4. Give students the best opportunity to learn.
5. Model the behavior you expect.

Sanctions G4 – G1

### SCHOOL CODE OF CONDUCT

Ready. Respectful. Safe

### Relentless Routine

1. As soon as students' enter the room ensure coats off, equipment and planners on the desk and bags on the floor. All pupils to be stood behind their chairs.
2. Class register to be taken immediately.
3. All staff to remind students of the school rules every lesson. All staff to discuss with students when positive Class Charts points are awarded and link them to the school fortnightly behavior focus.

### 30 Second Intervention

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behavior that was observed and which rule / expectation / routine it contravenes.
3. Tell the learner what the consequences of their action is. Refer to previous good behavior / learning as a model for the desired behavior.
4. Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

### Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who was effected by what you did?
5. In what way were they effected?
6. What do you need to do to make things right?

## Appendix 5 Assertive language

The longer each negotiation takes for the few, the less time you have available for the many. Limit your formal one to one interventions for poor behaviour in class to 30 seconds each time. Get in, deliver the message, anchor the student's behaviour with an example of their previous good behaviour and get out, with your dignity and the child's dignity intact (referred to as take up time). This creates a win-win situation. BE cautious when using the micro scripts too quickly. You need to have established clear routines and develop an emotional link with the students. It is the expectation for all staff to use the following scripts in conjunction with graduated approach to redirect poor choices.

All staff are to use de-escalation techniques wherever possible this includes not asking a pupil why they are behaving in such a way . This creates further conflict and many cannot identify why they have chosen such behaviour. At the start of a lesson all students need a reminder of the expectations 'Be Ready, Be Respectful, Be Safe' to be delivered to the class. This could be delivered privately if necessary. Always link the positive and negative behaviour back to the school code of conduct. Refer to Microscripts /Mantras (see Appendix).

### (1) Verbal Reminder / Drive By

- I saw/heard you chose to..... . You have not been Ready/Respectful/Safe
- This is your first warning
- You now have the chance to make the right choice, I'm going to give you take up time. (2 minutes)
- It's noted, we'll discuss it later.
- Thank you for listening. Well done.
- I understand that this is difficult for you ....but I know you'll make the right choice.
- I understand you feel.....(validate whatever feeling is presented)but how are we going to make this better/easier for you.

### (2) Caution

- I saw/heard you chose to..... . You have not been Ready/Respectful/Safe (use whichever apply)
- This is the second time I have spoken to you.
- I expect you to move to.....This will give you an opportunity to make progress in learning.

### (3) Final Opportunity

- This is now going to have to go on ClassCharts, which is going to be logged on your individual profile.
- Think carefully about your choice, you are in charge of your behaviour and can make the right choice.
- If you continue to break the rules you leave me no option but to ask you to leave the room for take up time to think about your choices. (3 minutes) We will need formal reflection time at ....
- Thank you for listening.

### (4) Time out

- I saw/heard you choose to..... . You have not been Ready/Respectful/Safe
- You have made a poor choice I would like you to leave the room (3mins) and will receive a reflective meeting later where we can discuss this calmly.

### (5) Reparation

- Explain to the students that you will need to have a follow this up with a reflective meeting at break or lunch. (10 minutes)



## Refocusing the conversation

When pupils try to argue, shift the blame, or divert the conversation you can either: Calmly and gently repeat the line you have been interrupted in. This encourages the pupil to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Use an appropriate refocusing line to bring the conversation back to the script. This allows that pupil to feel as though they are being listened to and avoids conversational 'cul de sacs'.

Pupil Adult 'It wasn't me' 'I hear what you are saying....' 'But they were doing the same thing 'I understand.....' 'I was only.....' 'Maybe you were....and yet....' 'You are not being fair' 'Yes sometimes I may appear unfair...' 'It's boring' Yes you may think it boring...and yet...'

'Out-line' If the conversation is becoming unproductive use: 'I am stopping this conversation now. I am going to walk away and give you a chance to think about the choices that you made. I know that when I come back we can have a polite and productive conversation.' Ensure take up time is given.

The outline doesn't have to be this line but a line a member of staff can use to end a conversation

### **A 30 second "Final Opportunity" script.**

I noticed you are... (having trouble getting started/struggling to get going/wandering around the room...)

It was the rule about.... (lining up/staying on task/ bringing military hardware into school) that you broke.

You have chosen to ...(move to the back/catch up with your work at lunchtime)

Do you remember last week when you... **Reflect on a previous positive behaviour.** (arrived on time/completed the challenge task)

*That* is who I need to see today....

Thank you for listening. (Give the student some 'take up' time)

Seven assertive sentence stems to set you off on the right foot.

1. You need to ... (speak to me at the side of the room)
2. I need to see you ...(following the agreed routine)
3. I expect ... (to see your table immaculately tidy in the next two minutes)
4. I know you will ... (help Julie to clean the pen off her face)
5. Thank you for ... (letting go of her hair, let's walk and talk. Walk and talk is very powerful!)
6. I have heard what you said, now you must ... (collect your things calmly and move to the thinking spot)
7. We will ... (have a better day tomorrow)
8. It's been noted. (We will discuss this at another time)

Examples of possible responses to student negative behaviours.

1. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen.... If you choose not to do the work, then this will happen....I'll leave you to make your decision. (Take up time)
2. Do you remember yesterday when you helped me to tidy up? That is the John I need to see today, that is the John you can be all the time.
3. Your behaviour is disruptive, damaging and dangerous. This behaviour is not ready, respectful or safe; however I believe you can do this.
4. I am not leaving, I care about what happens to you. You are going to be brilliant.
5. What do you think the poor choices were that caught my attention?
6. What do we think you could do to avoid this happening in the next lesson?

7. Danny it is not like you to ... (kick doors, shout out).

In order to address the primary behaviour, avoid chasing the secondary behaviours. As the adult, you will need to leave your own frustrations to one side. Focus on the outcome that you want. Resist the urge to bring past misdemeanours. This does not support the repairing of the relationship. These secondary behaviours e.g. slamming of the door, are ways of diverting the attention from the primary incident. These *can* be addressed at a later time.



## Appendix 6 - Role-Modelling

	Techniques	Explanation	Examples
1.	Setting the Scene – Greeting the class and seeing out the class	<ul style="list-style-type: none"> <li>• Meet and greet the class as they arrive and signal that the lesson is starting.</li> <li>• It is often a good idea to calm the class as they leave. This helps your colleague in the next lesson. Use a phased dismissal – a row or a desk at a time to ease congestion and to allow for an orderly departure.</li> <li>• As with the arrival, stand at the door as you dismiss the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils often arrive in a heightened state of excitement at the start of the lesson. Very quickly calm them down and greet them at the door.</li> <li>• ‘How are you?’</li> <li>• ‘How was the weekend?’</li> <li>• ‘You’re all very excited today. Come in and settle down quickly. Thanks.’</li> <li>• Say ‘goodbye’ or ‘well done’ as they leave.</li> </ul>
2.	Setting the Scene – Equipment	<ul style="list-style-type: none"> <li>• Pupils may come unprepared for lessons.</li> <li>• Pupils should know what they are expected to bring and what to do if they have forgotten or lost something.</li> <li>• Agreed personal or departmental policy on lending equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Does the department lend equipment for lessons and/or practical activities?</li> <li>• If yes, all pens etc. need to be out ready at the beginning of the lesson to lend if necessary. This will minimise the need for fuss.</li> <li>• If no, a formal procedure should be adopted by the department when a pupil has no equipment.</li> <li>• It would be useful in all cases to note it in mark books and pupil planners.</li> <li>• Remember some of our pupils come from homes where there is little parental support. Getting to school is an achievement.</li> </ul>
3.	Class Cue	<ul style="list-style-type: none"> <li>• Get the pupils’ attention.</li> <li>• Try to have an agreed signal for this that the whole class understands.</li> </ul>	<ul style="list-style-type: none"> <li>• This may be non-verbal e.g. standing at the front with one hand raised.</li> <li>• It may be verbal e.g. ‘excuse me class’ or</li> </ul>

			'5 seconds until silence, 4, 3, 2 ...'
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	Techniques	Explanation	Examples
4.	Tactical Pause	<ul style="list-style-type: none"> <li>Give pupils time to respond.</li> </ul>	<ul style="list-style-type: none"> <li>When addressing the class – 'Settle down ... (pause) ... Thanks ...'</li> <li>The first word is said louder than the rest and then the level of the voice decreases.</li> </ul>
5.	Good Behaviour Focus	<ul style="list-style-type: none"> <li>Focus on and draw attention to the behaviour you want to see. This reinforces and gives credit for good behaviour rather than attention to those pupils behaving badly.</li> </ul>	<ul style="list-style-type: none"> <li>'Some people are already on question 2.'</li> <li>'The back row has already put everything away. Thanks very much.'</li> <li>'There is some good work from lots of you today.'</li> </ul>
6.	DOR – Describe the Obvious Reality	<ul style="list-style-type: none"> <li>Tell the pupil what they are actually doing. This is often enough to make them stop.</li> </ul>	<ul style="list-style-type: none"> <li>'Stephen – you are shouting across the class.'</li> <li>'Laura – you haven't got your hand up.'</li> </ul>
7.	Behaviour Awareness	<ul style="list-style-type: none"> <li>Make the student aware of his/her behaviour and the possible effects.</li> </ul>	<ul style="list-style-type: none"> <li>'You are out of your seat and it is very distracting.'</li> <li>'Sophie – you have left a mess on your table and it could get on someone else's clothes.'</li> </ul>
8.	Observational Language	<ul style="list-style-type: none"> <li>Pointing out what the problem is without accusing anyone.</li> </ul>	<ul style="list-style-type: none"> <li>E.g. when one or several students are talking – 'I need you all to listen and face this way. Thanks.'</li> <li>'There is some paper left on the table.'</li> </ul>
9.	Shouting	<ul style="list-style-type: none"> <li>There will be occasions when we need to raise our voice.</li> </ul>	<ul style="list-style-type: none"> <li>E.g. 'Excuse me' or 'class'. This should be followed by a tactical pause.</li> <li>Shouting is not an acceptable, or successful method of modifying behaviour.</li> </ul>
10.	Smiling	<ul style="list-style-type: none"> <li>A smile can often defuse a situation and eliminate the need for any reprimand to</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes the teacher simply smiling at two pupils clearly having a private, non-</li> </ul>

		be given.	work-related conversation will be enough to set them back on task.
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	Techniques	Explanation	Examples
11.	Tactical Physical Presence	<ul style="list-style-type: none"> <li>The teacher's physical position in the room also directly affects pupil attention without the need for verbal interaction.</li> </ul>	<ul style="list-style-type: none"> <li>Move away from the teacher's desk wherever possible.</li> <li>Physically going to sit with pupils who are off-task also has an attention focusing effect.</li> <li>Stand next to an off-task pupil whilst talking to another pupil.</li> </ul>
12.	Other Non-Verbal Cues	<ul style="list-style-type: none"> <li>Certain signals or actions can be made non-verbally in order to address minor irritating behaviour e.g. swinging on chairs or chewing gum.</li> </ul>	<ul style="list-style-type: none"> <li>E.g. place the bin in front of the pupil who is chewing gum without interrupting what you are saying to the whole of the class.</li> </ul>
13.	Decisive Negatives	<ul style="list-style-type: none"> <li>We still use 'no' when necessary, though we must not over use it.</li> </ul>	<ul style="list-style-type: none"> <li>If possible and appropriate, give a reason why you have said no.</li> </ul>
14.	Simple Direction	<ul style="list-style-type: none"> <li>Give simple directions.</li> </ul>	<ul style="list-style-type: none"> <li>'James – go back to your seat.'</li> </ul>
15.	Face to Face Contact	<ul style="list-style-type: none"> <li>Avoid confrontation by not standing over or crowding pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Sit down or crouch next to them to talk to them about an issue.</li> </ul>
16.	Communicate with Calmness	<ul style="list-style-type: none"> <li>Stay calm. Avoid raising your voice and becoming over-emotional, angry or over-friendly.</li> </ul>	<ul style="list-style-type: none"> <li>Drop your voice once you have established eye contact.</li> <li>Speak clearly and simply.</li> <li>Repeat instructions.</li> </ul>
17.	Partial agreement	<ul style="list-style-type: none"> <li>Partially agreeing with a student avoids conflict and means that a student does not blatantly 'lose face'.</li> <li>Agitated pupils are often looking for an argument and by partially agreeing with them, you can stop them in their tracks and reduce the confrontation of the</li> </ul>	<ul style="list-style-type: none"> <li>'You may be right, but we still need to fix this.'</li> <li>A pupil claims: 'Mr Jones lets me wear my earphones.'</li> <li>Respond with: 'That may be true, but we don't use them in this room.'</li> <li>A pupil arrives 10 minutes late and claims</li> </ul>

		situation	they were kept behind by another member of staff. Respond with: 'That's fine – I'll check with Mrs ...'
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	Techniques	Explanation	Examples
18.	Tactical Ignoring	<ul style="list-style-type: none"> <li>Tactically ignore some behaviour so as not to reinforce the attention seeking.</li> <li>We must decide what we are willing to ignore e.g. sulking after a reprimand.</li> </ul>	<ul style="list-style-type: none"> <li>Ignore: 'I don't care' after he/she has been told off. Some partial agreement may also be helpful in these situations.</li> <li>It might be useful on the odd occasion to tactically ignore a pupil who keeps shouting out.</li> </ul>
19.	Deserved Praise	<ul style="list-style-type: none"> <li>Signal quiet approval when pupils are on task. This can be non-verbal e.g. smiling, nodding, showing interest in a pupil's work etc.</li> <li>Praise genuine achievements. Pupils tend to see through empty or over the top praise. It can be interpreted as the teacher being sarcastic or condescending.</li> </ul>	<ul style="list-style-type: none"> <li>'That's an interesting opening paragraph James ...'</li> <li>Avoid comments such as: 'Well done Daniel – you have brought a pen. That's excellent.'</li> </ul>
20.	Expected Compliance	<ul style="list-style-type: none"> <li>Give the impression that you <i>expect them to comply</i> with your request.</li> </ul>	<ul style="list-style-type: none"> <li>Chloe has her phone out in a lesson. Ask Chloe to put her phone away. Turn away expecting her to do it. Say 'thanks' rather than 'please' suggesting that she has already done what you have asked.</li> </ul>
21.	Simple Choices	<ul style="list-style-type: none"> <li>Give students a <i>simple choice</i>.</li> </ul>	<ul style="list-style-type: none"> <li>'Please put the phone away or put it on my desk.'</li> </ul>

	<b>Techniques</b>	<b>Explanation</b>	<b>Examples</b>
22.	Certainty not Severity	<ul style="list-style-type: none"> <li>The certainty of a consequence being carried out is more powerful and important than the severity of the consequence. E.g. 'I will keep you in every lunchtime this term' will be difficult to uphold. Pupils must know that you mean what you say.</li> </ul>	<ul style="list-style-type: none"> <li>If a child is asked to remain behind at the end of the lesson or come back at break or lunch, this sanction must be enforced every time.</li> <li>The 'reflection' need only be a few minutes, but it must happen, and non-attendance must be followed up.</li> <li>Pupils must realise that there is a consequence to their actions in class and also a consequence to their failure to attend a reflection/ restorative meeting.</li> </ul>



# Appendix 7 – Reflection time



Name \_\_\_\_\_ Form: \_\_\_\_\_

Date \_\_\_\_\_

## Reflection Time

What expectation or rule did I fail to meet?

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What problems might this kind of rule breaking cause?

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Did or could my rule breaking affect other people? How did or could it affect others?

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What could you have done differently? (Continue on the back if needed)

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Do I need to apologise to anyone?  
Yes No

Have you apologised?  
Yes No

To whom? \_\_\_\_\_

Student Signature \_\_\_\_\_

## Appendix 8 – Restorative session



Name \_\_\_\_\_ Form: \_\_\_\_\_

Date \_\_\_\_\_

### **Restorative Session**

What happened?

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What were you thinking at the time?

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What have your thoughts been since?

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Who was affected by what you did?

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In what way were they affected?

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What do you need to do to make things right?

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## Appendix 9 – Incident report

### Incident Report

Name:

Form:

Date of Incident:

Time:

Place where incident took place:

Names of other individuals involved:

Describe, in detail, what happened during the incident.



Cont.

Names of any witnesses, if known.

Signed:

Date:



**Appendix 10 - Graduated response for students and staff in dealing with negative attitudes to learning  
(Blue for students)/(Orange for teachers)**

This graduated response ensures that all students have the right to an education (Article 28).

**Pupil**

1. Reminder

You will be given a non-verbal reminder  
You will be given a quiet verbal reminder and reminded of the school's Code of Conduct.

2. Caution

You will be moved to a new seat within the class.  
Do not argue or refuse to follow the instruction from your class teacher.  
This change of seat will be logged on Class Charts.

3. Final Opportunity

You will be given a final warning by the class teacher reminding you of your behaviour in line with the school code of conduct and consequences of not engaging positively.  
This will be logged on Class Charts  
Your teacher will issue you with a class level restorative meeting.

4. Time Out

Your teacher will issue you with a short time out. This may include moving to a different teacher within the department or a colleague. This is not negotiable.  
This will be logged on Class Charts by your class teacher.

5. Restorative

This will take the format of a restorative meeting either at break-time or lunch-time.

## Staff

### 1. Reminder

A reminder of the three simple rules delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary.

Take the initiative to keep things at this stage.

### 2. Caution

A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase 'Think carefully about your next step'

### 3. Final Opportunity

Speak to the student privately and given them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second "final opportunity" from the script.

### 4. Time Out

Time out might be a short time (no more than 5 mins) outside the room, on the thinking spot or at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. They can respond thoughtfully to the restorative questions. No more than 5 minutes.

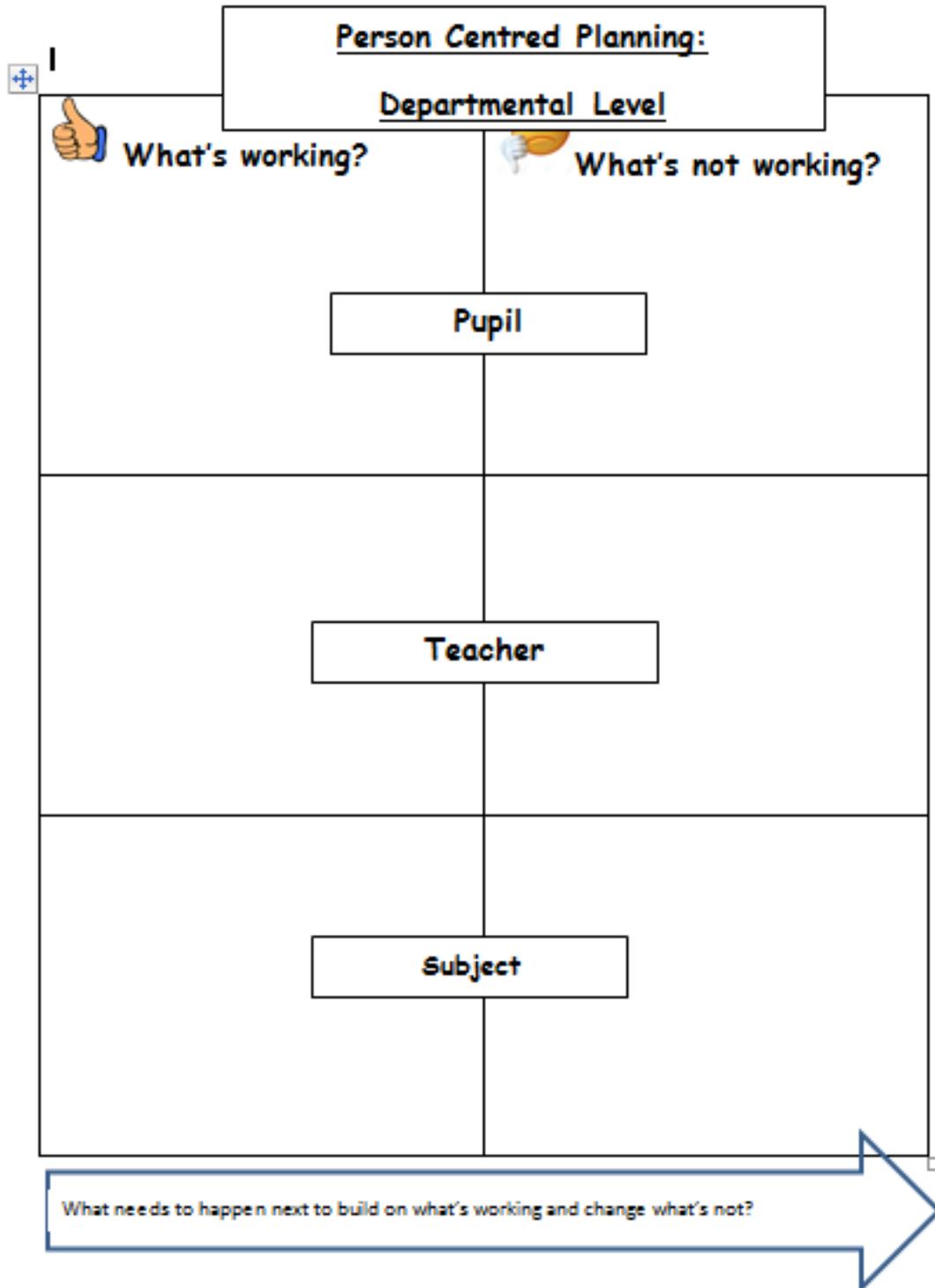
### 5. Restorative

This might be a quick chat at break or lunch e.g. possibly in the yard if need be OR it might be a more formal meeting.

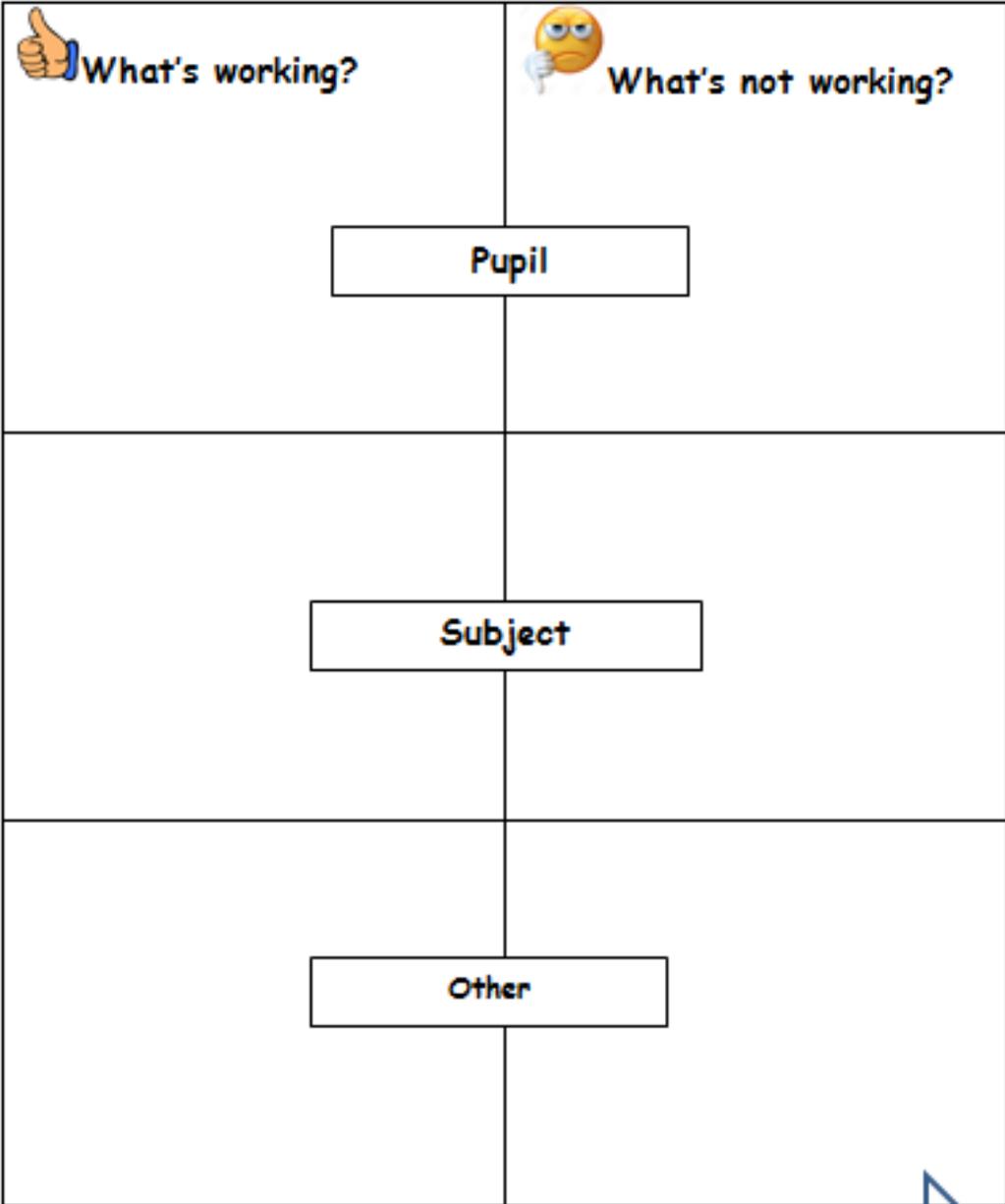


**Exclusions Procedures at Cyfarthfa High School.**

<b>Pupil Name:</b>	<b>Form:</b>	<b>Date:</b>
<b>Reason for exclusion:</b>		<b>Number of days:</b>
<b>INCIDENT INVESTIGATION MUST INCLUDE:</b>		<b>Staff Signature:</b>
Staff incident sheet(s)		
Pupil incident sheet of the alleged offender(s)		
Pupil incident sheet of witness(es)		
Pupil interview (notes attached)		
Assistant Head teachers recommendation based on evidence provided and consultation of the school behaviour policy.		
Headteacher's decision		
Parent/ Carer is contacted and informed		
The pupil is:  *Informed of the decision. *Issued with Welsh Government documentation on exclusion. *Informed of the re-integration procedures.		
A formal letter is distributed and the Local Authority is informed.		
Appropriate work is made available to the pupil.		
Contact with appropriate external agencies		
Day in inclusion on return to school( Delete as applicable)		YES / NO
School Disciplinary Committee informed as appropriate		
Re integration interview to include: <ul style="list-style-type: none"> <li>• The pupil and parent/carer</li> <li>• HOY</li> <li>• Assistant Head Teacher</li> <li>• Head Teacher ( when appropriate)</li> <li>• A member of the Governor Discipline committee(when applicable)</li> </ul>		



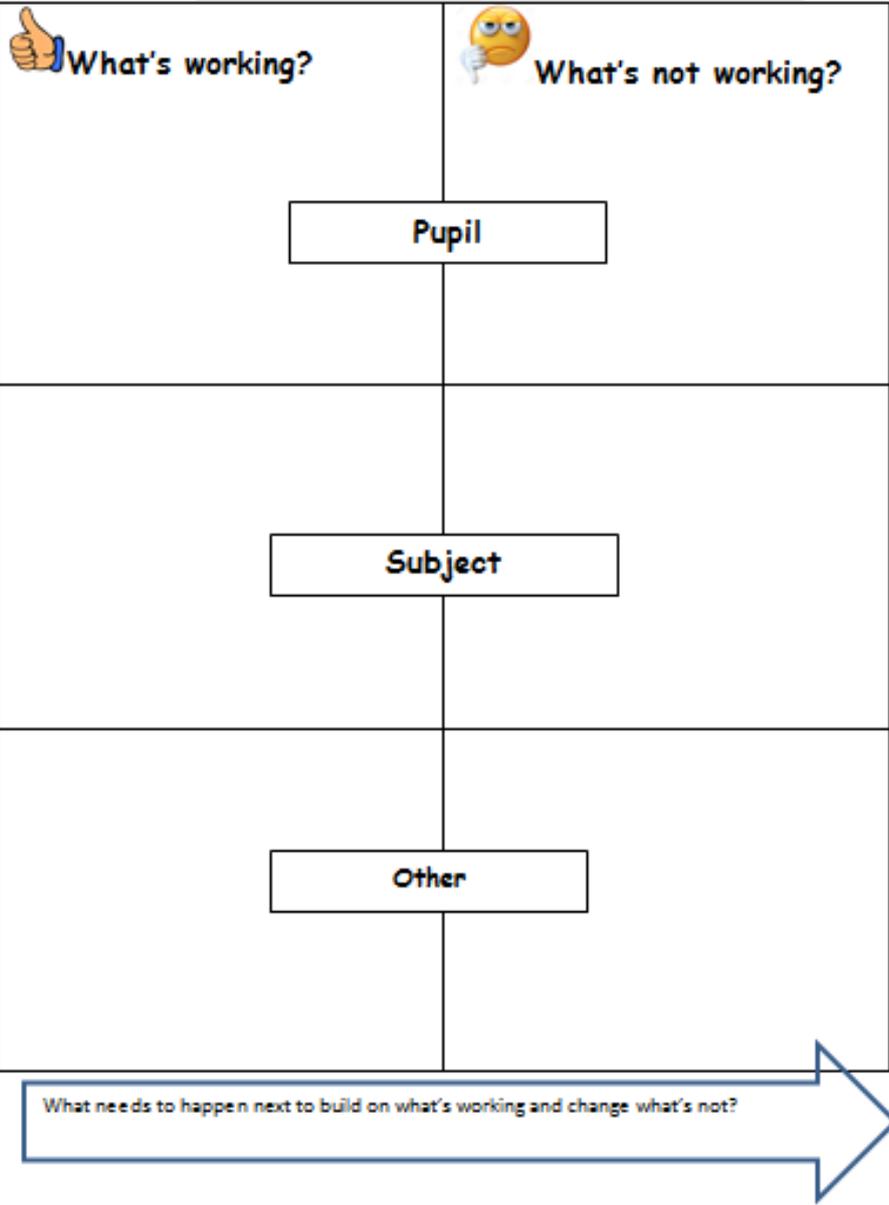
Person Centred Planning:  
HOY



What needs to happen next to build on what's working and change what's not?

Person Centred Planning:

SLT



## 4 + 1 Questions

What have we tried?

What have we learned?



What are we pleased about?



What are we concerned about?

What do we need to do next?