



Behaviour for Learning Policy

Date adopted

15 NOV 2023

Headteacher's signature

A handwritten signature in black ink, appearing to be 'R. W.', written on a horizontal dashed line.

Chair of Governor's signature

A handwritten signature in black ink, appearing to be 'S. A.', written on a horizontal dashed line.

“Be kind whenever possible. It is always possible.” —*The 14th Dalai Lama*

Our Ethos – Be kind. Be respectful. Try your best.

Building rapport and fostering positive relationships with pupils should underpin everything we do at Y Pant. It is a vital skill in adult life and can only be fully realised with strong behaviour for learning. We will achieve this by investing time and effort in our interactions with learners, demonstrating empathy, understanding, humour and care. Pupils will physically leave Y Pant at the end of their studies, but the principles instilled in them by our ethos will send them into the world as:

- Ambitious, capable pupils, ready to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work.
- Ethical, informed citizens of Wales and the world, ready to be citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

In order to achieve this, we expect staff will model positive behaviours and build relationships. We reserve the right to raise our voices, but Y Pant’s ethos is better aligned with calmness and respect. We will request rather than demand. We will support rather than challenge. We will be firm but fair. All of the stakeholders linked to the school will subscribe to **The Y Pant Way.**

“You cannot do kindness too soon, for you never know how soon it will be too late.” —Ralph Waldo Emerson

The Y Pant Way

The 'Y Pant Way' has three clear expectations that students are:

- Ready
- Respectful
- Safe

Our school rules are based on these three, clear expectation of students:

	Inside the Classroom	Outside the Classroom
Ready	<ul style="list-style-type: none">• Be organised and ready to begin work.• Listen when teacher speaks.	<ul style="list-style-type: none">• Arrive on time for lessons.• Make class changes quietly and quickly.• Line up quietly outside the classroom.
Respectful	<ul style="list-style-type: none">• Complete all work to the best of your ability.• Respect your teacher and your classmates.• Respect the classroom as a place of learning.	<ul style="list-style-type: none">• Respect the school building and our community.• All litter to be placed in the bin; recycle where appropriate.• Wear the correct school uniform.
Safe	<ul style="list-style-type: none">• All students take personal responsibility for their actions, including online.• All mobile phones to be turned off in bags.• Respect the property of others.	<ul style="list-style-type: none">• Walk safely on the left-hand side of the corridor.• Behave in a way that does not cause harm or injury to others.• Prohibited items are not to be brought to school.

Recognition and rewards for effort

We recognise the importance of praise in developing relationships and raising aspirations. Praise is a powerful people-builder. We aim to catch individuals doing something right. Recognition will be awarded for efforts inside and outside of the classroom.

Class Charts will be used to praise students who apply Y Pant's Ethos in their endeavours. The opportunities for praise are wide-ranging and incorporate aspects of academic progress, behaviour and citizenship.

Beyond Class Charts, staff may also employ the following strategies to promote praise across the school.

<ul style="list-style-type: none"> • Positive notes <p>A positive note will be sent home to those students that have displayed excellent, classwork/homework, or conduct around the school.</p>	<ul style="list-style-type: none"> • Positive phone calls home <p>Staff will call home to recognise good behaviour and effort and/or general conduct around the school.</p>
<ul style="list-style-type: none"> • Student of the Month award <p>Each month one student in every year group will be nominated for the Student of the Month award which will be presented by the Headteacher and a positive phone call home from the Head of Progress or member of the Senior Leadership Team.</p>	<ul style="list-style-type: none"> • Celebration Assemblies <p>Held termly to recognise students' academic achievements, with subject certificates, and non-academic achievements in school-based activities and outside school.</p>
<ul style="list-style-type: none"> • Awards Evening <p>Held annually to recognise students' achievements in External Examinations, attainment and endeavour in subjects and success in cultural, sporting and community activities</p>	<ul style="list-style-type: none"> • Attendance <p>There are numerous initiatives across the school to reward excellent or improving attendance.</p>

“I think probably kindness is my number one attribute in a human being. I’ll put it before any of the things like courage or bravery or generosity or anything else.” —*Roald Dahl*

Behaviour for Learning Graduated Response

Despite our best efforts, there are times when student behavior falls short of our expectations. When this happens, we apply the following sanctions:

Behaviour Code	Examples	Action
Success reminder	Low level behaviour problem.	Dealt with by the class teacher
	Examples being: <ul style="list-style-type: none"> Off task or silly behaviour. Failure to complete work. 	<ul style="list-style-type: none"> Verbal reminder of the school rules (Ready, Respectful, Safe). Delivered privately by the teacher and not in front of the class.
B1 Warning	Continued low level disruption or medium level problems.	Dealt with by the class teacher
	Examples being: <ul style="list-style-type: none"> Continued silly, disruptive behaviour. Rude, insolent behaviour towards staff/students. Refusal to follow instructions. 	<ul style="list-style-type: none"> Delivered verbally by the teacher Delivered privately and calmly Allow take-up time for the student Inform Head of Department if problems continue over a number of lessons.
B2 Action Taken	Continued low level or medium level problems.	Dealt with by the class teacher. (Recorded on ClassCharts – 1 behaviour point)
	Examples being: <ul style="list-style-type: none"> Worsening silly, disruptive 	<ul style="list-style-type: none"> Speak to the student privately away from the class

	behaviour <ul style="list-style-type: none"> Continued refusal to follow staff instructions. 	<ul style="list-style-type: none"> Boundaries are reset - student asked to reflect on their next step Student to move seat Inform Head of Department if problems continue over a number of lessons.
B3 Paired	Medium level problem if student refuses to respond despite 3 opportunities to conform.	Dealt with by class teacher with department support. (Recorded on ClassCharts – 2 behaviour points)
	Examples being: <ul style="list-style-type: none"> Continued defiant behaviour Extremely rude to staff Argument with other student(s). 	<ul style="list-style-type: none"> Student paired within the department Department detention given by the teacher/Head of Department Restorative meeting takes place between teacher and student with support from the Head of Department
B4 SLT Call Out	High level problem (Extreme behavior to the point of interrupting learning and/or a safeguarding concern)	Dealt with by member of Senior Leadership Team. (Recorded on ClassCharts – 5 behaviour points)
	<ul style="list-style-type: none"> Continual defiance towards staff Student disrupts lesson they have been paired to Serious one-off incident (SLT called directly) 	<ul style="list-style-type: none"> If incident cannot be de-escalated and all options have been exhausted, student to be removed from the lesson and the student will receive an after-school detention (SLT link to liaise with Head of Progress). Student placed in inclusion room for a day if incident if deemed serious

Sanctions for inappropriate behavior

These sanctions are conditional and not a sliding scale. Certain behaviours may result in pupils skipping levels of sanction, depending on the seriousness of the offence.

Sanction	Placed in by	Detention ran by	Reasons
Department Detention	Department	Department	<ul style="list-style-type: none"> • If a student has been paired (placed in an adjacent classroom to work with another teacher). • Restorative conversation to take place.
Break or Lunchtime Detention	HoP/SLT	Duty rota	<ul style="list-style-type: none"> • Late to lessons. • School uniform or equipment infringements, failure to follow school rules, lateness to lessons or continued lack of work.
After School Detention	HoP/SLT	Duty rota	<ul style="list-style-type: none"> • Students can be placed here as part of a graduated response or as a result of a specific incident. • Any student that truants a lesson will automatically receive an after-school detention.
Inclusion Room	HoP/SLT	HoP/SLT	<ul style="list-style-type: none"> • Students are placed in The Inclusion Room when_____ • Students follow their timetable wherever possible and complete set exercises provided by departments. • Students are isolated from the rest of the school for the whole day. • A letter is sent to parents to inform them of this sanction.

External Exclusion	Headteacher		<ul style="list-style-type: none"> • External exclusion is the last resort for school. It will only occur in very serious circumstances or when the behaviour of a student has become unmanageable. • The school has adopted and follows the "Guidance on Exclusion from Schools and Student Referral Units" (WG circular 001/2004). • Sometimes a period of external exclusion may be supplemented by a period in the inclusion room.
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The Behaviour Curriculum

A curriculum has been developed for staff, pupils and parents that promotes and continually reinforces the expectations of all individuals associated with the school. It is our common responsibility to ensure that we aim to be kind, respectful and try our best. Our Behaviour Curriculum utilises registration and assembly time to promote these values. It also ensures new and existing staff have a collective understanding of how we use rapport, respect and routine to develop learners' behaviour. The Behaviour Curriculum can be seen in **Annex A**.

Behaviour Support Strategies (Graduated Response)

We have an extensive number of approaches to support pupils with poor behaviour. Y Pant's Graduated Response can be seen in **Annex B**.

Annex A – The Behaviour Curriculum (Tom Bennett)

As the name suggests, it is a curriculum to be taught. Most of our behaviours are learnt. If they are learnt, then they are teachable. Children cannot do what they have never been shown what to do so we must not let them invent the world for themselves.

In least effective schools the predominant strategy is to wait for bad behaviour and then respond to it. Most effective schools see teachers/leaders proactively taught students/staff how to behave well.

We need an induction experience for pupils - this is how we do things here. We want you to behave like this to be successful here because we care about you. A firm and thorough induction for staff on how to implement the behaviour policy. There must be clarity. Staff must have a proactive approach to behaviour – if you see it sort it. We should tell pupils explicitly how to behave, both inside and outside of the classroom. Staff should use consistent messages as everyday language and repeat constantly.

Elements of The Behaviour Curriculum we will explicitly teach will be:

- 1) Social norms.
- 2) Behaviour in The School Canteen
- 3) How to speak with staff.
- 4) Backing down.
- 5) Generosity of spirit (citizenship)

Annex B –Behaviour Support Strategies



Y Pant BfL Graduated Response



Pupil Name:

Form Class:

BfL Intervention	Completed by:	Duration:	Impact:
Effective use of school behaviour policy.	All Staff		
Consistent approach to school/class rules – use of sanctions and rewards.	All Staff		
Detention system (breaktime/lunchtime/afterschool).	Head of Progress		
Parental/Carer contact – letters home/phone calls (recorded appropriately).	Head of Progress		
Staff round robin on behaviour/attendance.	Head of Progress		
Behaviour report (2 week monitoring).	Head of Progress		
Parental/Carers meeting – 4 week period on report with specific and measureable targets.	Head of Progress		
Removal of learner from specific lessons.	Head of Department		
Inclusion room.	Head of Progress		
PSP created – parental agreement.	Senior Leadership/ Head of Progress		
Referral to Wellbeing and Behaviour Support	Head of Progress		
Referral to School Nurse	Head of Progress		
Breaktime and Lunchtime exclusions due to poor behaviour at these times.	Senior Leadership		
Mentored by a member of the SLT/ALNCO team.	Senior Leadership ALNCO		
Moving sets/classes – referral for additional numeracy/literacy support.	Senior Leadership		
Differentiated or Modified timetable.	Senior Leadership		
Reduced timetable.	Senior Leadership		
Referral to ELSA/YEPS.	Head of Progress		
Individual Development Plan (IDP)	ALNCO		
Referral to Eye 2 Eye Counselling.	Head of Progress		
1 st PSP created including involvement of other agencies such as Social Services, CAMHS/eye to eye/IOU/TCDS or other external agencies.	Senior Leadership/ Head of Progress		
Referral to Behaviour Support	Head of Progress		
Referral to Educational Psychologist	Head of Progress/ ALNCO		
Behavioural Assessment (SDQ/Strengths and Difficulties Questionnaire/Thrive assessment).	ALNCO/ Senior Leadership		
Specialised Intervention PBA (SIP)	Behaviour Support/ Senior Leadership		
Risk Assessment/Positive Handling Plan.	ALNCO/ Senior Leadership		
Managed Moves (Refer to RCT's Managed Moves Protocol).	Senior Leadership		
Referral to AWO/AWS	Senior Leadership/ Head of Progress		
CR/MARS referral.	Child Protection Officer		
CAMHS	Parental Request		
TAT/TTT referral.	ALNCO		
Modulus or alternative curriculum (Military Preparation College/The Broadland Project/School Project/Skill Centre etc.)	Senior Leadership		
Specialised Placement Request form completed (SOTAS or PRU)	Senior Leadership/ Head of Progress		

