

Policy Statement

Twyn 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 interventions that support staff and pupils.

Aim of the policy

- To create a culture of excellent behaviour
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships
- To refuse to give pupils attention and importance for poor conduct
- To help pupils 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

Purpose of the policy

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

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promotes self-discipline and self-esteem
- Teach appropriate behaviour through positive interventions.

Consistency in Practice

- Consistent language, consistent response: Simple and clear expectations reflected in all conversations about behaviour
- Consistent follow up: Teachers taking responsibility for behaviour interventions, seeking support but never delegating
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent simple expectations: Promoting appropriate behaviour, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults: Even in the face of disrespectful pupils!
- Consistent models of emotional control: Teachers as role models for learning, keeping control alongside pupils
- Consistently reinforced routines for behaviour around the school: In classrooms, outside classrooms, throughout the school site
- Consistent environment: consistent visual messages of the core values promoting positive images of pupils

Classroom Code (Rules)

Through consultation with staff and pupils, behaviour will link to three main areas:

**Be READY
Be RESPECTFUL
Be SAFE**

As part of the code, staff have agreed to be absolutely consistent in the application of the following rules:

- Model positive behaviours and build effective relationships
- Meet and greet at the classroom door daily
- Ensure praise outweighs anything negative by at least a 5:1 ratio
- Give a reminder of the expectations: Be Ready, Be Respectful, Be safe every lesson and assembly

It is imperative that class teachers retain ownership of situations to empower themselves.

Expected roles

All staff

- Refer to 'Ready, Respectful, Safe'
- Model positive behaviour and build relationships
- Ensure praise outweighs anything negative
- Meet and greet at the classroom door daily
- Regularly use praise via Class Dojo
- Be calm and give 'take up time' when going through the steps
- Follow up every time, retain ownership and engage in reflective dialogue with pupils
- Regularly celebrate pupils whose efforts go above and beyond expectations
- Never ignore or walk past pupils who are behaving badly.

Senior Leader

- Involved when pupils demonstrate persistent problems with issues after the implementation of sanctions by the class teacher have been exhausted. Senior Leaders are not expected to deal with behaviour referrals in isolation
- Meet and greet on the door
- Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners
- Be a visible presence within the school to encourage appropriate conduct
- Regularly share good practice within the department
- Regularly review provision for pupils who fall beyond the range of written policies
- If pupils are not making progress following interventions from staff, they should be discussed and referred to Deputy or Head teacher

Rewards

“it’s not what you give but the way that you give it that counts!”

We recognise and reward pupils who go **‘over and above’** what is expected of them. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public award.

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

Stepped rewards

- Words of praise
- Individual / Class Dojo points
- Individual praise communication via Class Dojo
- Weekly certificate – ‘Shine’ – teacher choice
‘Heart of Gold’ – pupil choice
- Weekly ‘Mr Thomas’ award
- Celebrate outside school achievements for all pupils in weekly assemblies

Sanctions

Unfortunately, if a pupil does not conform to school rules, then he/she will be subject to school sanctions. These sanctions are imposed for a variety of reason, are accumulative and will be monitored.

Redirection	Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness
Reminder	A reminder of the expectations, ‘Ready, Respectful, Safe’ delivered privately wherever possible.
Caution	A clear verbal caution delivered privately where possible at child level, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
Time out	Give the pupils a chance to reflect away from others by moving them to the classroom next door for 10 minutes. Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so.
Restoration	A restorative meeting should take place before the pupil comes back into the class (30 seconds outside the classroom)
Behaviour Warning	A child will be given a behaviour warning reminding them of the school rules and the expected behaviour, if there is a repeat of the negative behaviour reported they will be placed on Behaviour report
Behaviour Report	After a warning has been breached the child will be placed on Behaviour Report spending three days off the yard at play and lunch times, they will be supervised by DHT/HT and taken to lunch. Parents will be notified with a phone call as the Behaviour report is issued. The child will be unable to attend school clubs if they are on Behaviour. If a pupil is on Behaviour three times in one academic year a meeting will be held with parents and an action plan will be developed with all

	staff having awareness of the plan. Nurture support will be sought if applicable to the child.
Fixed Term Exclusion	If the misbehaviour continues with the action in place, a fixed term exclusion will be put in place.

February 2023