



"Gallwn, gofalwn
We can, we care"

Ysgol Dyffryn Taf

Behaviour Leadership Policy

2024-25

Behaviour Leadership Policy

Ysgol Dyffryn Taf aims for all its pupils to be well-motivated, self-aware learners, who can conduct themselves appropriately in all situations. We also aim to create an ethos and an environment where pupils feel safe and they can learn to interact respectfully, sensibly and maturely with others. We want our pupils to develop into responsible citizens who actively participate in the school, local, and wider communities. We want pupils to behave appropriately because it is the right thing. Underpinning this, we expect all staff to be positive role models. We believe that all members of the school community deserve to be treated with dignity. Ysgol Dyffryn Taf pupils are encouraged to behave in ways that promote and embody our school values 'Gallwn, Gofalwn,' 'We can, we care.' We expect Ysgol Dyffryn Taf pupils to be:

- **READY**- Pupils are properly prepared to learn (state of mind/equipment).
- **SAFE**- Pupils behave in a way that does not cause harm and/or risk to themselves or others.
- **RESPECTFUL**- The behaviour displayed shows respect to themselves and others.

We are proud of our behaviour at Ysgol Dyffryn Taf and this is reinforced by our insistence that pupil behaviour is **Ready, Safe and Respectful**. We aim to create a positive, respectful, and safe environment for everyone in our school. We encourage and support pupils to develop excellent relationships for learning; we expect them to use language that is positive and affirmative when engaging with staff and other pupils. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem based on age, sex, race, colour, nationality, ethnicity or national origin, marital or civil partnership status, sexual orientation, disability, religion or belief will not be tolerated. When relationships break down, we help pupils engage restoratively with other pupils and/or staff. Promoting positive behaviour at Ysgol Dyffryn Taf ensures that our pupils can access their key Rights:

Learning (Articles 13,28 and 29 UNCRC)

Being Heard (Articles 12 and 30 UNCRC)

Feeling Safe (Articles 2, 3, 19, 31 and 36 UNCRC)

Feeling Valued (Articles 3, 12 and 13 UNCRC)

ETHOS and VALUES

At Ysgol Dyffryn Taf we are determined to support all young people to be successful during their time in school and achieve positive outcomes beyond formal education. Young people will be encouraged and given every opportunity to achieve their potential in learning, whilst being responsible for their conduct and actions. Young people respond positively to meaningful and supportive relationships with teaching and support staff. At times to meet the specific needs of our learners within the school and work with partners/carers and agencies beyond the school.

INCLUSION and WELLBEING



Inclusion, equality, equity and fairness are essential to promoting positive behaviour at Ysgol Dyffryn Taf. All staff should understand and be committed to the general well-being of our pupils. Some pupils require additional learning or emotional support to address barriers to learning and achievement. Barriers may include:

- The learning environment
- Family circumstances
- Disability or health needs
- Additional learning needs
- Social and emotional wellbeing factors

Inclusion and wellbeing support at Ysgol Dyffryn Taf is accessible via the Pastoral and ALN team.

READY, SAFE, RESPECTFUL - PUPILS

While promoting positive relationships and behaviour can be a varied and complex task we can create a nurturing, supportive and successful learning environment by focusing on three keywords when interacting with pupils at Ysgol Dyffryn Taf:

- **READY**
- **SAFE**
- **RESPECTFUL**

Rather than focusing on a wide range of rules and expectations, at Ysgol Dyffryn Taf we focus on referring to these three keywords for **CALM and CONSISTENT** engagement with our pupils.

When discussing learning and behaviour with pupils 'keywords' should be consistently referenced to create a positive climate and ethos for staff and pupils. Staff should aim to develop consistent responses to challenging behaviour to reduce the likelihood of challenging emotional responses from our young people.

READY

Being ready means being prepared for learning. It's about coming to class with the right mindset, materials, and readiness to engage in the lesson. When we're ready, we're telling ourselves and others that we value our education and are eager to learn. Being ready involves:

- Wearing the correct school uniform.
- Arriving at school and lessons on time and waiting calmly to be greeted by your teacher.
- Having the correct equipment and kit for each lesson.
- Switching off or silencing mobile phones and putting them away in their bags.
- Sitting according to the seating plan created by your teacher.



- Completing homework on time or seeking support to do so.
- Taking the opportunity to use the toilets during break and lunch times instead of during lessons.

SAFE

Safety is not just about physical safety, although that's important too. It's also about emotional safety. We should feel safe to express ourselves, ask questions, and make mistakes without fear of judgement or ridicule. Creating a safe environment means showing kindness, empathy, and understanding towards one another. Being safe involves:

- Keeping your hands and feet to yourself and being mindful of others' personal space.
- Following the instructions of school staff.
- Acting as a positive role model in the school corridors, classrooms and the wider school grounds.
- Informing school staff of concerns for your or others' well-being and/or safety.

RESPECTFUL

Respect is the cornerstone of any thriving community. It means treating others the way we want to be treated. We respect our teachers, peers, and ourselves by listening attentively, following instructions, and valuing each other's perspectives. Being respectful involves:

- Listening carefully to the teacher, visitor or peer who is talking.
- Taking care of the equipment, resources and facilities at Ysgol Dyffryn Taf.
- Speaking respectfully to others in school avoiding aggressive, foul or abusive language.
- Respecting the rights of all young people to access successful learning opportunities.
- Treat others how you wish to be treated and be considerate of other people's thoughts, feelings and beliefs.

READY, SAFE, RESPECTFUL – STAFF

At Ysgol Dyffryn Taf, we have high expectations of all our pupils, however, we also expect our staff to lead our pupils by example. Humiliation plays no part in our approach. Pupils are respected, regardless of their behaviour. Therefore, adult behaviour will never be compromised by learner behaviour. Adults remove all negative emotions/responses when dealing with challenging behaviour. Staff demonstrate their commitment to ensuring that their classrooms are also READY, SAFE and RESPECTFUL by:

Meeting and Greeting



To establish a positive rapport with pupils, it is vital that all teaching staff actively engage with their learners by welcoming them at the classroom door. This should happen every lesson and signal a 'fresh start'.

- 'Meeting and Greeting' allows minor issues around routines to be addressed but should not be an opportunity to significantly challenge or reference previous behaviours.
- Pupils should not be made to wait outside for long periods to be challenged around routines before the lesson.

Seating Plans

Teachers at Ysgol Dyffryn Taf control their own teaching and learning environments and create an appropriate seating plan to maximise opportunities for learning for the pupils in their classes. These seating plans should be well thought out and up to date on Class Charts.

- Teaching staff can adjust this as they wish to improve the learning of their class.
- Consideration should be given to the social, emotional and learning needs of a range of pupils when adjusting seating plans.
- The necessity for paired or group working may allow teachers to adjust the seating plan further if required.

Knowing Your Pupils

Linked to the seating plan is the need for teachers to know their pupils as individual learners. This is vital in developing positive relationships and important to the planning and delivery of relevant and engaging learning experiences.

Teachers at Ysgol Dyffryn Taf should:

- Endeavour to learn the names of their pupils as soon as possible.
 - Seek opportunities to gain insight and knowledge about the lives, values and interests of their pupils.
- Gain knowledge of pupils' reading ages, National Test scores or any other relevant information relating to learning, social or emotional needs.
- Use this knowledge to prepare, plan, adapt and differentiate learning activities and resources for pupils.



Relentless Routines

Well-rehearsed and organised routines will allow pupils at Ysgol Dyffryn Taf to engage in learning as quickly and efficiently as possible, promoting a calm and purposeful environment in all classrooms.

Teaching and learning staff at Ysgol Dyffryn Taf should:

- Establish a routine for the distribution of resources and learning materials.
- Have materials and equipment in place on desks or easily accessible for pupils who have forgotten them to loan. Have a system for monitoring the loan and return of equipment.
- Establish a routine for the start (lesson objectives, starter task, think, pair, share etc) and end of the lesson (recap, exit pass, what have we learned, return to learning objectives etc).
- Establish a routine for packing up – how much time, in or out of the seats, calmly and safely exiting the classroom.
- Establish a routine for getting pupils' attention.

First Attention for Best Conduct/Effort/Detail

Most pupils at Ysgol Dyffryn Taf are ready, safe and respectful in school. To promote positive relationships and behaviour we should focus on the excellent conduct of the majority of our young people with genuine praise. 'Deliberate botheredness' – Teaching and learning staff should actively seek opportunities to praise pupils for exhibiting positive conduct and effort in school.

Praise in Public, Rebuke in Private (PIP – RIP)

To develop positive relationships around behaviour we should praise pupils appropriately in public. Seek to address unwanted behaviour in private whenever possible. Young people don't respond well to being challenged about their behaviour in front of a group in the corridors or a whole class.

To rebuke privately teachers should consider:

- Asking the pupils to remain behind for a short conversation at the end of the lesson.
- Approaching the students calmly at their level during the lesson when most pupils are engaged in a task.
- Noting inappropriate behaviour and arranging to talk to the pupil at an appropriate time or the next meeting.
- Sharing information with the relevant Head of Department and Head of Year to arrange a calm, restorative conversation.



Recognition and Praise

The school will promote positive behaviour through positive reinforcement, modelling positive behaviour and meaningful praise. All teachers are expected to provide, where appropriate, praise, positive encouragement, and positive verbal and written feedback to pupils.

Additionally, pupils can be awarded positive points on Class Charts in the following areas:

- Excellent participation in lessons
- Being work ready
- Acting on feedback
- Excellent presentation of work
- Working well with others
- Verbal contribution to lessons
- Working to the best of your ability
- Helping others
- Extra-curricular participation
- Excellent exam/test results
- Completing homework to a good standard
- 100% weekly attendance
- WAW work
- Wearing the correct school uniform
- Improved behaviour or attitude towards learning

Other ways that we celebrate and reward success in Ysgol Dyffryn Taf include:

- Positive phone calls/postcards home to parents/carers.
- Recognition boards.
- Displaying pupils' work both in school and on social media platforms.
- Individual Year group rewards as determined by the Head of Year.
- The school's annual Prize Evening.
- Trips, extra-curricular and enrichment activities.

Ending and Sending

At the end of every lesson, teachers will instruct pupils to stand behind their chairs quietly and wait for the teacher to release them in a calm orderly fashion. This avoids groups of pupils crowding in doorways and spilling out into corridors. When ending and sending, we encourage safe corridors and movement between lessons.

TRAUMA-INFORMED PRACTICE

At Ysgol Dyffryn Taf we want all our pupils to reach their full potential, to do this all staff must have an awareness of the impact of trauma and the responses required to address the needs of those young people who have experienced trauma. Trauma and adversity, specifically adverse childhood experiences (ACEs), are significant risk factors for poor health and well-being and



reduced life chances throughout a lifetime. By being trauma responsive we can help young people to mitigate against future harm. Trauma-informed Practice creates a shared understanding and common language about creating welcoming, caring, respectful and safe schools - in light of the COVID-19 pandemic, this is more essential than ever. Adversity does not have to be destiny: with the right support, children and young people can successfully process adverse events and go on to thrive. At Ysgol Dyffryn Taf all our staff are committed to embedding a trauma-informed approach in every classroom environment allowing pupils to cultivate lasting resilience leading to; significant improvements in behaviour, fewer exclusions and significant improvements in academic achievement.

OUR ROUTINES



Meet and Greet



Be Ready

Be Safe



Be Respectful

End and Send



Ysgol Dyffryn Taf's Classroom Support Plan

Steps enable us to keep our response to behaviour proportionate, productive and predictable for the pupils and make it easier to track all pupils' behaviour simultaneously. The classroom support plan isn't simply a replacement for 'punishment steps'. It is more nuanced: less about allocating punishment and more about providing the appropriate support.

Plenty of take-up time on each step allows for a calm and consistent approach. Resist the urge to jump steps. Take the initiative to keep things at the lowest possible step.

Steps	Description	Actions/ Follow-up	Examples of behaviours; this isn't an exhaustive list.
Reminder	A reminder of the three simple rules (ready, safe and respectful) delivered privately wherever possible. Remind pupils of how we do things here. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage. Allow take-up time.	This isn't recorded on Class Charts. There isn't a formal follow-up.	Reminders to meet the classroom expectations of being ready, safe and respectful .
Verbal Warning	A clear verbal warning is delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the next step if they continue. Allow take-up time. Consider a 2-minute intervention at this stage.	This isn't recorded on Class Charts. There isn't a formal follow-up.	Failure to meet the classroom expectations of being ready, safe and respectful despite being given reminders. Minor, low-level disruptive behaviour that impacts upon learning.



<p>Noted Warning</p>	<p>Speak to the pupil privately, wherever possible, and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Consider a 2-minute intervention if not utilised during the previous step.</p>	<p>This is recorded on Class Charts as -1 points.</p> <p>This is followed by a restorative callback. This callback could be at the end of the lesson or at break time, the priority is that the callback is timely. The duration of the callback is not set; rather it is as long as is needed to resolve the situation but is at most 10 minutes. If it's likely to take longer then liaise with your Head of Department for additional support.</p> <p>The callback register on Class Charts must be completed. It is monitored daily and pupils are collected to attend the following day if they fail to attend on the first occasion.</p> <p>Callback reminders are given daily by form tutors by checking the callback register on Class Charts.</p>	<p>Repeated failure to make a positive change despite reminders and verbal warnings.</p> <p>Disruptive behaviour which impacts upon the learning of others.</p> <p>Higher level safety issues.</p>
<p>Corrective Action</p>	<p>If poor behaviour continues despite utilising all other strategies then corrective action from the following options is to be taken:</p> <ul style="list-style-type: none"> - Move to a more appropriate seat with fewer distractions in the classroom. - Move to another class. 	<p>This is recorded on Class Charts as -3 points.</p> <p>The Head of Department and Head of Year are notified immediately through Class Charts.</p> <p>This is followed by a consequence callback with the original teacher. This callback should be held at break time. The priority is that the callback is timely. The duration of the callback is not set; rather it is as long as is needed to resolve the situation but is at most 20 minutes. If it's likely to take longer then liaise with your Head of Department for additional support.</p>	<p>Continued/ongoing disruption during the lesson.</p> <p>Continued impact upon the learning of others.</p> <p>Failure to respond to the interventions of the classroom teacher.</p>



		<p>This callback will involve one or more of the following based on the teacher's choice:</p> <ul style="list-style-type: none"> - Natural/logical consequences, for example, completing work missed due to distraction, helping to fix broken equipment/cleaning graffiti etc. A natural/logical consequence attempts to undo the impact of the negative behaviour. - Restorative conversation (involving the Head of Department or Head of Year if necessary). - Contact parents/carers to share concerns. Contact can be made via phone, email, letter or Class Charts messenger. <p>The callback register on Class Charts must be completed. It is monitored daily and pupils are collected to attend the following day if they fail to attend on the first occasion.</p> <p>Callback reminders are given daily by form tutors by checking the callback register on Class Charts.</p>	
<p>Behaviour Support Button</p>	<p>The purpose of the behaviour support button is to support the pupil with their behaviour. Allowing them to regulate and reset in readiness for their next lesson of the day. Being removed from class is a consequence. However, it may not be the only consequence depending on the circumstances. Asking a pupil to</p>	<p>This is recorded on Class Charts as -5 points.</p> <p>The Head of Department, Head of Year, Lead Behaviour and Wellbeing Support Officer and the Senior Leadership Team are notified through Class Charts.</p> <p>This is followed by a behaviour support callback with the original class teacher and the Lead Behaviour and Wellbeing Support Officer, Head of</p>	<p>This should be pressed when there is a risk that pupils may harm themselves or others; aggressive or threatening behaviour towards others in the class (including staff) should trigger this button. The button can be pressed if the behaviour is so bad that it seriously disrupts the ability of others to learn after having taken</p>



leave the class is not a moment to be taken lightly.	<p>Department, Head of Year or a member of the Senior Leadership Team. This must happen before the pupil's next lesson with that teacher during an agreed time.</p> <p>The callback register on Class Charts must be completed.</p>	corrective action.
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Guidance for staff responding to the Behaviour Support Button

Behaviour support must address the question: 'How can we return this pupil to their next lesson, calm and ready to learn?' But, it cannot also answer the questions that arise from their exit from the previous lesson. The behaviour support callback with the class teacher is the mechanism to unpack this.

Responses to serious and/or continued breaches of the school behaviour policy

Internal exclusions

Internal exclusions are used to respond to breaches of the school's behaviour policy to remove a pupil from lessons, where the situation may not require exclusion from the school premises. Internal exclusions at Ysgol Dyffryn Taf happen in Lle Meddwl and are recorded on the internal exclusion tracking sheet. Internal exclusions are authorised by the Headteacher, Deputy Headteacher or Assistant Headteacher (Wellbeing). Parents/Carers are informed of the reason for the exclusion and the duration. Pupils engage in targeted intervention to address the concerning behaviour and restorative meetings are scheduled where applicable.

These are recorded on Class Charts as -6 points.

Fixed term exclusions

A decision to exclude a learner on a fixed-term basis should be taken only:

- in response to serious breaches of the school's behaviour policy and
- if allowing the learner to remain in school would seriously harm the education or welfare of the



learner or others in the school

Only the Headteacher can exclude a learner. If they are absent from school, then the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the Headteacher's absence. The Headteacher or teacher in charge cannot routinely, or on an ad hoc basis, delegate the power to exclude to another teacher.

Following a period of fixed-term exclusion, parents/carers will be invited to attend a reintegration meeting. The reintegration meeting provides the opportunity to:

- emphasise the importance of parents or carers working with the school to take joint responsibility for their child's behaviour
- discuss how behaviour problems can be addressed
- explore wider issues and any circumstances that may be affecting the learner's behaviour
- reach an agreement on how the learner's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour

These are recorded on Class Charts as -8 points.

Managed Moves

A managed move is a carefully planned transfer of a pupil from one school to another in a way which is acceptable to all parties including the pupil. Managed moves are an important tool in providing pupils with the opportunity of a fresh start in a new school. They can also reduce the need for permanent exclusions and minimise the negative outcomes associated with them.

A managed move could be an appropriate strategy for the following pupils:

- Pupils for whom there is a genuine belief that a fresh start would be beneficial. However, it is essential to establish the core reasons for the problems being experienced and/or behaviours displayed by the pupil before considering a managed move.
- Pupils who find that attendance at their current school is negatively affecting their emotional well-being.
- Pupils with emotional and behavioural difficulties who have received a variety of supportive strategies in their school with limited success.



- Pupils who are at risk of permanent exclusion but who might succeed in a new placement.
- Pupils who are reinstated into a school by an independent appeal panel following a permanent exclusion but where reintegration proves to be impractical.

Permanent exclusions

A decision to exclude a learner permanently 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 that 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 should normally be used as a last resort.

There will, however, be exceptional circumstances where in the Headteacher's judgement it is appropriate to permanently 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 holistic approach to behaviour in schools is important because it considers the whole child, addressing emotional, social, and academic needs to understand the root causes of behaviour. This approach promotes positive relationships, and social and emotional learning, and creates a supportive, inclusive environment. It reduces disciplinary issues by focusing on underlying causes, supports academic success, and involves families and communities. Ultimately, this approach helps students develop into well-rounded individuals capable of making positive decisions and contributing to society.



Support and Interventions

Some of the holistic strategies we use include:

- Pastoral Support Cards / Pastoral Support Button
- Individual Behaviour Plans (IBPs)
- Class Charts Report Cards
- Pastoral Support Plans (PSPs)
- Modified timetables
- Meetings with parents/carers
- Targeted behaviour interventions
- Therapeutic interventions
- Multi-agency approach
- External agency involvement may include- Educational Psychologist, Behaviour Support Team, CAMHS, Youth Worker, School Counselling, School Nurse, CHOICES, Youth Justice Service, School Police Liaison Officer etc.



Addressing uniform, punctuality and homework concerns

Uniform

Our school uniform enhances the sense of school unity and identity, giving every pupil an equal status. The school uniform is compulsory and contributes towards a neat and tidy appearance. This is a source of pride and identification and encourages sensible behaviour.

Uniform concerns are to be addressed by form tutors in partnership with Heads of Year. Confiscation of non-school uniform items is permitted. Items can be stored in the office or form room for safekeeping and returned to pupils at the end of the day. Spare uniforms can be accessed through Lles.

Parents/Carers will be contacted either by letter, through Class Charts or by phone call if concerns continue. The school's Equity Champion can support pupils and their families in accessing the School Essentials Grant if they are eligible as well as other support for school uniforms.

Punctuality

Arriving on time for lessons is important because it maximises learning opportunities, promotes responsibility, minimises disruptions, supports positive relationships, and reflects a commitment to learning. Punctuality ensures pupils are fully engaged, respectful of others' time, and contributing to a productive learning environment.

If a pupil is late without a valid reason their teacher will record the number of minutes late on the SIMS register. A minutes late report is shared weekly with Heads of Year and that time is bought back in a **punctuality callback** staffed by Heads of Year each lunchtime. The punctuality callback is recorded on Class Charts as -3 points and the number of minutes late accrued during the week is visible to parents/carers.

Homework

Purely punishing pupils for not completing homework is often ineffective because it fails to address the underlying reasons for their struggles and does not foster intrinsic motivation to learn. Instead, punishment can create fear and anxiety, damage teacher-pupil relationships, and lead to resistance or lower self-esteem. A more effective approach focuses on understanding students' challenges, providing support, and encouraging a positive attitude towards learning.

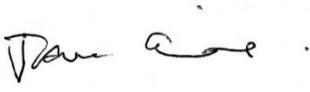

All teachers track the submission of homework on Class Charts. This means parents/carers can instantly see if a homework task has been submitted. This also allows teachers to analyse homework submission data for their classes in Class Charts. Pupils should be allowed to resubmit in the first instance. If concerns continue, staff should liaise with their Head of Department. Heads of Departments can liaise with Heads of Year and the Pastoral team for further support/information to support the pupil by addressing the underlying reason for their non-completion of homework.



Our behaviour leadership policy is grounded in relational and restorative practices, emphasising the importance of building strong, positive relationships within our school community. We believe fostering a supportive and respectful environment helps all pupils thrive academically and personally. When conflicts or issues arise we engage in open dialogue, encourage empathy, and seek constructive resolutions that promote our school's vision 'Gallwn, Gofalwn,' 'We can, we care.' By focusing on understanding, accountability, and mutual respect, we aim to create a safe and inclusive school culture where every pupil feels valued and empowered to succeed. Together, we are committed to nurturing a community where positive relationships and restorative practices are at the heart of our everyday interactions.

This policy should be read in conjunction with related policies:

- ALN and Inclusion
- Anti-Bullying
- Safeguarding & Child Protection
- Equal opportunities
- Health and Safety
- Staff Wellbeing
- Uniform and appearance
- Attendance
- Teaching and Learning

Role	Name	Signature	Date
Chair of Governors	Mrs. Jo Kind		16.10.24
Headteacher	Mr. Alun Owen		16.10.24

Review Date	
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