



## Promoting Core Values and Positive Behaviour

The Olchfa Promoting Core Values and Positive Behaviour Policy aims to support the *Olechfa Equal Opportunities Statement of Commitment* and should be read in conjunction with the Equal Opportunities Policy. Olchfa pupils are encouraged to behave in ways that promote and embody our Core Values. We expect Olchfa pupils to be:

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

We are proud of behaviour at Olchfa and this is reinforced by our insistence that pupil behaviour is **Ready, Respectful** and **Safe**. We encourage and support pupils so that they 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 on the grounds of age, sex, race, colour, nationality (including citizenship) ethnic or national origin, marital or civil partnership status, age, sexual orientation, disability, religion or belief will not be tolerated. When relationships break down, we help pupils to engage restoratively with other pupils and/or members of staff. Positive behaviour management at Olchfa ensures that our pupils are able to access their key Rights of:

**Learning** - (Articles 13, 28 and 29 UNCRC)

**Being Heard** - (Article 12, and 30 UNCRC)

**Feeling Safe** - (Articles 3, 19 and 36 UNCRC)

**Feeling Valued** - (Articles 3, 12 and 13 UNCRC)

These are our expectations:

### **Olechfa Classroom Expectations**

1. Arrive at lessons promptly and ready to learn.
2. Show respect for your teachers and other pupils at all times, by participating in lessons to the best of your ability.
3. Take responsibility for your own safety and the safety of others in all classroom activities

### **Olechfa Whole School Expectations**

1. Move quickly and efficiently to lessons and other activities
2. Show respect for all members of the school community and school property
3. Behave responsibly both inside and outside of the school buildings to ensure the safety of all

### **Recognition of positive behaviour and celebrating success.**

The school will promote positive behaviour by students through **positive reinforcement of good behaviour** by teachers through meaningful praise.

**All teachers are expected to provide, where appropriate:**

- Praise and positive encouragement
- Positive verbal and written feedback

In addition, pupils can be allocated achievement points that are sent home through the school gateway app in the following areas:

- Effort that exceeds expectations
- Achievement that exceeds expectations
- Positively representing the school
- An act of great kindness
- Continuous, ongoing high standards or progress
- Continuous effort over a series of lessons
- Excellent work in a lesson
- Excellent teamwork
- A positive contribution to the community
- Standing up for the rights of others
- Playing an active role in the life of the school community

The following is a list of other ways we celebrate and reward success

- Displaying students' work both in school and on the school's social media channels
- Positive phone calls/letters to parents
- **Individual Year group rewards as determined by the Learning Leader**

## Response to Misbehaviour.

### Early Intervention.

The School recognises the importance of early intervention and preventative work in its positive reinforcement approach to behaviour management.

The School will take steps to encourage young people to take responsibility for their own behaviour and help them to recognise the consequences of inappropriate behaviour.

The School will provide training for staff in order to promote positive and consistent behaviour standards within the School.

Parents and Carers will be contacted promptly to notify them of any serious incidents of misbehaviour in which their child has been involved.

The School will take steps to identify students who may benefit from early intervention through the effective management of transition points at all Key Stages.

### Callbacks.

Callback is the terminology used when a member of staff requires a pupil to return to discuss their behaviour outside of lesson time, at the teacher's discretion.

Callbacks are central to our discipline structure. **Without meaningful dialogue and opportunities to reflect and agree on a way forward, we cannot expect the negative behaviours or attitudes of our pupils to change.** They are also an opportunity to rebuild any relationships that may have been damaged as a result of any negative in class interaction.

### Sanctions for Misbehaviour

Sanctions are given when a pupil's behaviour is unacceptable/inappropriate, with a view to supporting the student to make more positive choices regarding learning behaviours and conduct.

Sanctions -

- relate to a specific task or action and will be applied clearly
- are issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for
- reinforce our core values and ethos
- do not focus repeatedly on the same issue without progress
- do not have a negative effect upon others.

### Graduated sanctions for Misbehaviour.

In every instance, and as a professional standard, the school expects all staff to arrange a callback to initiate a restorative conversation with students to support positive, productive professional relationships between staff and students. This should be done at an appropriate time with a view to supporting students to make positive decisions in the future regarding learning behaviour and conduct in line with the core values of Ready, Respectful and Safe.

Level	Type of behaviour (list is not exhaustive)	Sanction	Actioned by
Warning	Failure to comply with basic classroom expectations Failure to bring appropriate equipment Minor low level disruption Failure to submit homework Late to lesson Uniform infringement Inappropriate behaviour around school	Noted warning on sims - callback to discuss dependent on behaviour	Class teacher/ Form tutor
B1	Repeated behaviour from warning Disruptive behaviour impacting others First use of mobile phone	Class teacher/Form tutor callback (approx 10 mins)	Class teacher/Form tutor
B2	Repeated behaviour from B1 Failure to attend callback from B1 behaviour First instance of truancy First instance of smoking/vaping	After school detention (20 mins)	Learning Manager/ Learning Leader/PGW
B3	Repeated behaviour from B2 Failure to attend callback from B2 behaviour Failure to attend 20 min after school detention Taking videos/photographs of members of the school community without consent	After school detention (40 mins)	Learning Manager/ Learning Leader/PGW
B4	Repeated behaviour from B3 Failure to attend callback from B3 behaviour Failure to attend 40 min after school detention Sharing videos/photographs of members of the school community without consent Cheating in an examination/assessment	Internal Exclusion	Learning Leader/SLT
Exclusion	Repeated behaviour from B4 PSP terms not adhered to One off incident involving 'X' behaviour deemed appropriate for exclusion after investigation	Fixed term exclusion, Managed Move or Permanent exclusion	Headteacher

Pastoral Support Programmes (PSP) will be implemented where there are ongoing, significant concerns and a pupil is at risk of exclusion. The aim of a PSP is to support pupils to avoid exclusion.

### **Serious Misbehaviour ( logged as 'X' behaviours).**

Certain behaviours within school are determined as Serious Misbehaviour and coded on sims as 'X' behaviours. **Such behaviours will always be followed up with an investigation conducted by the PGW/Learning Leader/Learning Manager.** Staff should record the behaviour on sims and follow up with an email summary of the instance to the relevant PGW/Learning Leader/Learning Manager to support their investigation.

Upon completion of the investigation PGWs/Learning Leaders/Learning Managers, in consultation with the Assistant Headteacher responsible for Pupil Behaviour and Ethos, will decide which level of sanction is appropriate. X behaviours will always involve contact with parents. In certain cases X behaviours may be referred to the Headteacher for consideration of exclusion (fixed term or permanent).

Serious misbehaviour within a lesson may result in the teacher pressing the emergency button for the pupil to be removed from the classroom by a member of SLT.

X behaviours include:

- Refusal to follow the reasonable request of a member of staff
- Discriminatory comments or actions relating to race/gender/faith/orientation/disability
- Fighting/encouraging others to fight
- Offsite truancy
- Theft
- Vandalism
- Serious inappropriate behaviour around school
- Bullying/victimisation of others
- Selling cigarettes/vapes
- Inappropriate language used towards another member of the school community
- Assault on another pupil
- Deliberately setting off the fire alarm
- Sexual Harassment
- Sexual Assault
- Possession of a weapon
- Possession of cannabis, alcohol or other controlled substance
- Bringing the school's name into disrepute through inappropriate behaviour that takes place off the premises
- Entering a toilet cubicle with another pupil

Please note, the above list is not exhaustive

## **Behaviour Support.**

The School will regularly review the support available to those individual students identified as being at risk of disaffection or exclusion.

This may include as appropriate:

- **Mentoring** - The School employs Pastoral Guidance Workers who can work on a 1-2-1 basis with individual students or work with small groups.
- **Planned "Time Out"** - Students who experience difficulty with impulsive behaviour can be offered a Time Out card where they will leave the lesson for a short period of time and visit a designated space, usually Newid.
- **Bespoke Learning Plans** - For some pupils it is appropriate to design a Learning Plan to share with teachers to support their behaviour in lessons. They will identify targets for the student to improve and outline the strategies and support that is being provided for them. Where appropriate, plans will contain strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of any Additional Learning Needs, Disability or Medical Condition.
- **Referrals to external agencies** - In some instances it may be appropriate for external agencies to support students. An example of this could be where internal behaviour support identifies that a student's mental health is impacting on their behaviour. In such cases the school will liaise with parents and the student before making a referral.
- **Pastoral Support Programme (PSP)** - The aim of a PSP is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP procedure and process is designed to support those students for whom the normal school based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or permanent exclusion. The PSP must involve the student in the shared challenge of improving their behaviour and/or social skills.