 Gorwelion Newydd

Gorwelion Newydd / New Horizons

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**Gorwelion Newydd**

**Behaviour Policy**

**July 2019**



**Principles**

Gorwelion Newydd offers educational provision for pupils who, for a variety of reasons, are either temporarily/ permanently unable to attend a mainstream secondary school. These reasons maybe mental health related, for example where a pupil has become an anxious non attender, or where a pupil is displaying challenging behaviour within a schools. GORWELION NEWYDD is working towards the social inclusion of all its pupils, where they can take their place as responsible members of society.

**Core Values**

Gorwelion Newydd staff behaviour management principles are guided by these core values:

* Mutual regard and respect for others.
* Dignity of the individual
* Justice and equality in our treatment of one another.

**Behaviour Management Principles**

The work of Gorwelion Newydd staff is based upon these principles:

* Pupils come to the Centre to learn
* When pupils are behaving they are ready to learn
* When pupils are learning their behaviour improves
* As pupils’ behaviour and learning improve together, so do their attitudes and personal development
* Pupils behaviour improves when good teaching and learning occurs

It is clearly understood that:

* Each member of staff can confidently assert the above in the knowledge that all of their colleagues will consistently do the same in a climate of mutual support
* It is the duty of all staff to identify and address all inappropriate behaviours
* It is the duty of all staff to highlight and give focus to more appropriate behaviours than inappropriate. Effectively changing behaviour takes time
* We recognise and celebrate small steps
* We accept that there will be disappointments and setbacks

Gorwelion Newydd staff understand that a whole Centre approach means that:

* All staff own, know and understand the policies for the promotion of positive behaviours, attitudes and restorative practices.
* All staff implement the agreed policies
* All staff consistently use the agreed policies and strategies in a positive manner – see above

**Framework for Managing Behaviour at Gorwelion Newydd**

**Prevent**

**And**

**Minimise**

**Repair**

**And**

**Rebuild**

* ownership of behaviour
* respecting mutual rights
* building self-esteem
* building positive relationships
* integrating teaching and learning

**Encourage**

**And**

**Correct**

**Apply**

**Consequences**

**Immediate**

**Deferred**

**Prevent and minimise**

During the establishment phase of a pupil at Gorwelion Newydd, staff consciously address how they can prevent and minimise distracting and disruptive behaviours in class groups. Staff can do this by ensuring that they follow the agreed staged approach for consequences to classroom rules. In addition staff should also adopt and incorporate learnt Pivotal, team teach and restorative strategies and, at this stage, utilising resources such as the sensory rooms**.**

**Encourage and correct**

When a pupil infringes on the rights of others, discipline and correction are necessary. Correction includes dealing with the situation immediately as well as in the longer term. Gorwelion Newydd staff use the most appropriate correction strategy such as re-build and restorative meetings. They also balance correction with encouragement, support and the re-establishment of working relationships. This also includes encouragement for the students who are succeeding.

**Apply appropriate behaviour consequences**

Consequences are a necessary feature of discipline and behaviour management. Gorwelion Newydd staff ensure they apply consistently rewards and sanctions/consequences.

**Repairing and rebuilding**

It is essential that Gorwelion Newydd staff do not rely on preventive, corrective and consequential discipline alone. As a result, Gorwelion Newydd staff- make repairing and rebuilding student-teacher and student-student relationships a priority in their behaviour management strategies.

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**Gorwelion Newydd Expectations**

The expectationsof Gorwelion Newydd are as follows. They should be consistently and constantly applied. These should be displayed in all classrooms:

**Be Ready To Learn**

Have correct equipment ready for lesson.

Be in class on time

Follow your timetable

Use mobile devices appropriately

**Be Respectful**

Keep hands, feet and objects to yourself

Be courteous

Listen to others.

Look after the building displays and equipment.

**Be Safe**

Do not participate in dangerous behaviour

**Never leave site without permission.**

**Consequences for appropriate and inappropriate behaviour**

**Rewards**

Gorwelion Newydd recognises the importance of progress, attendance and good behaviour. The reward system is intended to re-enforce positive outcomes.

How the reward system works.

* Pupils can be rewarded for one, or a combination of the following - progress in lesson, good behaviour and attendance.
* Pupil progress, behaviour and attendance are monitored by all staff.
* Rewards are issued on a weekly and/or half termly basis. The nature of the reward and the threshold for achieving them are differentiated according to the needs of the pupils on both sites.
* Pupils are fully involved in the rewards system through the School Councils.
* Rewards also incorporate positive phone calls and contact with home.

**Consequences for inappropriate behaviour**

All staff should follow a staged approach to managing inappropriate and challenging behaviour. This should be displayed in all classrooms.

1) Reminder of consequences

2) Second reminder of consequences

3) First warning

4) Final warning

5) Use of alternative space to be followed up with a reflection (‘How we are going to fix this’)

6) After School Reflection

7) Internal exclusion - length depends on the nature and seriousness of the incident.

At stages 6 and 7 parents will be contacted and details of the behaviour will be recorded on SIMs.

Staff must ensure that a full range of positive and restorative strategies – see guidance in this policy – are used to minimise the chances of getting beyond Stage 6.

**Follow Up Reflection**

Follow up reflection is critical to managing behaviour at Gorwelion Newydd. It is always led by the member of staff who has directly led the activity with a pupil where it has reached a stage where a follow up reflection is needed. To increase the possibility of a positive outcome staff should use their professional judgement of when the best time to meet a pupil is. All pupils should be given the maximum time and opportunity to attend a reflection.

In all cases where a positive/resolved -outcome is achieved details of the incident and a record of the meeting should be written by the member of staff/pupil on the reflection sheet and handed to the Pastoral Manager/ Admin team to be filed and incorporated onto Sims (Appendix 1)

In the minority of cases where a positive outcome cannot be achieved the matter will be referred onto SLT who will follow up at an after school reflection.

**After School Reflection**

These are issued:

* At the discretion of SLT :
* When pupils will not comply with a follow up reflection
* When pupils have received a second formal warning and are subsequently caught smoking again.

**Fixed Term/ Permanent Exclusions**

It is recognised that many pupils attending Wrexham Pupil Referral Services (particularly those who attend Stiwdio Pen-y-Cae) have been previously excluded from their mainstream school and it has had little effect in improving behaviour. It is also recognised that all pupils who attend Wrexham Pupil Referral Services are vulnerable and excluding pupils increases their vulnerability.

On rare occasions it may be necessary to issue a fixed term exclusion**.** All decisions on exclusions rest with the Head-teacher and will follow Welsh Government guidance 171/2015, “Exclusion from schools and pupil referral units April 2015”. Where the headteacher is absent from site and the deputy headteacher is unable to discuss the matter with the headteacher then the deputy headteacher has delegated authority to exclude a pupil.

Permanent exclusion should be an exceptionally rare occurrence.

**Smoking**

Gorwelion Newydd adopts the following rules with regards smoking:

First warning

Second warning – recorded (letter home)

After school support meeting with parents (letter home)

Educated offsite – For persistent and open, serious defiance.

Where all the strategies have failed and a pupil continually is in open defiance of the rules there will be consideration of fixed term exclusion.

At all times support, such as advice from the school nurse, should be offered to pupils to help give up smoking.

**Mobile Phone Usage**

Gorwelion Newydd adopts the following rules with regards mobile phone usage:

Expectations

Your phone will be kept in your locker or bag at all times during lessons, unless authorised by their teacher as part of the learning experience.

Consequences

The staged consequences approach will be followed. Decisions will be made on confiscation of phones based on level of disruption caused.

**Leaving Site without permission**

Inform parents after 20 minutes. Deputy headteacher or pastoral manager will decide when and if other agencies need informing if the pupil does not return. On returning to school pupils are to be integrated back into lessons immediately and the pastoral manager is informed that the pupil has returned. The following consequences are put into place:

* The pupil will complete catch up time / reflection for leaving the site (at break or lunch). The pastoral manager will communicate with the teacher whose lesson the pupil has missed where the catch up time will be held and who will supervise it.
* Failure to complete catch up time will result in further action up to and including the involvement of outside agencies and education at an alternative site.

Please note there may be some pupils that due to their specific vulnerability (risk of significant self-harm) a phone call will be made to the emergency services as part of their individual pupil risk assessment.

**Monitoring / tracking behaviour**

The monitoring of behaviour is vital to measure pupil progress and engagement in learning.

The following system outlines how behaviour is monitored at Stiwdio Pen-y-Cae. This is a new system that will be reviewed during the Autumn Half Term 2019.

Individual targets (3/4) are RAG rated on a paper based copy that is closely monitored and supervised by the Behaviour Advisory Teacher and a lead Teaching Assistant. The paper based copy is collated, transferred onto a data base and used to support a timetabled and structured mentoring programme.

The following behaviours should be recorded to the Behaviour Advisory Teacher through the serious incident log by the member of staff directly leading an activity, or where the member of staff is the first point of contact for a pupil (for example in cases of bullying):

Physical assault on a member of staff/ or another pupil

Racist Language

Homophobic Language

Bullying

All data is regularly monitored to ensure that it is used to assist with pupil progress, parental involvement and target monitoring and setting. This data is also used to identify key individual targets to be included in Individual Education Plans.

**Use of force / physical intervention and restraint strategies**

All staff have been trained in physical intervention and restraint techniques. Please find further information in the ‘Use of Force policy’.

**Appendix 1**

Gorwelion Newydd

**Staff and Pupil Self Reflection Sheet**

|  |  |  |  |
| --- | --- | --- | --- |
| Date |  | Member of Staff |  |
| Time/Lesson |  | Pupil |  |

|  |  |
| --- | --- |
| **Perspective – What** has happened? |  |
| **Thoughts/Emotions – What** was going through your mind/ why has it happened? |  |
| **Empathy/Consideration** – **Who** has been affected and how? |  |
| **Needs** – **What** do you need so that things can be put right and everyone can move on?  |  |
| **Outcome/s** |  |

**Please tick the appropriate box below (staff only)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Resolved** |  | **Referred to SLT** |  |
| **Signature – Staff** |  |

This record sheet must be submitted/ e mailed to the Admin team and uploaded to SIMs.

**Appendix 2 – Guide to positive behaviour management strategies and techniques**

**Techniques for dealing with inappropriate behaviour – Incorporating Pivotal Techniques.**

When pupils come into conflict they are likely to:

* Be very argumentative
* Be inflamed by an audience
* Speak and shout abusively and irrationally
* Interpret innocent questions as accusations
* Be unable (at this point) to recognise their part in the conflict

How to de-escalate

**De – populate**

**De – verbalise**

**De - escalate**

* Try to move the pupil to a quiet area as soon as possible
* Encourage other pupils to move away and praise them for doing so
* Speak as little as necessary but reassure and encourage
* Let the pupil know that you can help them move on from the conflict
* Treat the situation as calm and not sensational, but don’t trivialise it

NB:

Recognise the conflict in the pupil, but remember- he/she is not always like this- there is always a way back in.

Important Principle 1

At the worst stage of the conflict:

* Resist any form of physical contact unless absolutely unavoidable
* If unavoidable- make safe then hands off
* Volume down
* Repeat instructions calmly

Important Principle 2

When pupil is calmer

* Ask simple questions
* Provide choices
* Lead pupils to the answer
* Construct a way back in

More important principles:

|  |  |
| --- | --- |
| **Pupils may** | **Staff should** |
| Shout | Remain quiet |
| Argue | Repeat instructions |
| Argue again | Be silent then repeat |
| Run | Walk |
| Comply | Instruct |
| Comply | Offer a way back in |
| Not Comply | Start again |
| Comply | Move to the next stage |

During periods of conflict consider:

* Does you body language say- *I can help you?*
* Should you sit instead of stand?
* Is your verbal language helping?
* Are you using ‘machine gun’ speech?
* Are you raking up old ground?
* Are you clear about the best outcome?
* Are you the best person at this time to de-escalate this conflict?
* Do you want to resolve the conflict or win an argument?
* Is your face saying *I’m shocked?*
* Are you embarrassed by the behaviour?
* Are you concerned that the behaviour may be seen as reflecting negatively on your competence?

Important Language

* ‘What was your last instruction’?
* ‘Do you want a way back in’?
* ‘I know you know how to behave’?

**CONCENTRATE ON WHAT PUPILS CAN DO WELL NOT WHAT THEY HAVE DONE WRONG**

How you speak is important:

* Quietly
* Slowly
* With a smile
* Finish your sentences on an up-tone

**Managing Behaviour**

Gorwelion Newydd staff have attended numerous professional development sessions and have built up a number of ideas and strategies that they are expected to utilise in their everyday work. This includes SEAL (Social Emotional Aspects of Learning), restorative practise, de-escalation, physical intervention and restraint training.

1. The most effective behaviour management skills are pro-active – prepared, well-planned and punctual. Routines, however mundane, are the basis of organisation and stability.
2. Behaviour Problems

Questions to ask ourselves

* + What happened?
	+ What did you do?
	+ Why did you do this?
	+ Was it successful?
	+ What sanctions were imposed and were they at the correct level?

Communication

* Did you need support?
* Were your actions in line with GORWELION NEWYDD policy?
* Has your relationship with the pupil changed- negatively or positively?
* How often did/ does this occur?
* Is there a pattern?

At the time of the incident

* Did you see the situation develop?
* Did you think ahead for the possible problems?
* Did you structure your activity to cater for success?
* Did the quality of you activity in any way contribute to the incident?
	1. Behaviour Management Skills

Gorwelion Newydd staff use their expertise and experience to assess each situation and use their discretion in appropriate use of language.

They think and behave assertively, but politely. They use ‘I’ and ‘You’ statements such as:

* ‘I want you to start now, please’
* ‘You need to start now, please’

Say what is expected

* ‘You need to stay in your seat’
* Ensure pupils are listening before giving instructions, remember the importance of eye contact
* Plan consistently and sequentially- what behaviour is expected, how will I motivate pupils to meet this expectations, how will pupils be accountable for not meeting those expectations?
* Keep the initiative- stay calm, do not be side-tracked, do not argue with pupils, maintain behaviour expectation
* Keep reminding pupils about behavioural expectation, especially before a change of activity
* Recognise when pupils are following the rules
* Use positive reprimands, use tone and body language to convey disapproval- use ‘Jane, stay in you seat’ and not ‘Jane, will you stop wandering around the room’
* Correct behaviour by reminding of the rule
* Increase positive recognition
* Aim to increase ratio of approval to disapproval
* Be specific when praising- ‘Well done, Jane. You remembered to put your hand up’, rather than ‘Well done, Jane’.
* Recognise potential flash points- be in front of behaviour- don’t chase it

**Declaration**

**Review Date: 16th July 2019**

**Management Committee:**

**Head Teacher:**