





ATTITUDES TO LEARNING POLICY

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OUR PURPOSE, VISION AND VALUES

PURPOSE

At Ysgol Bro Taf we are committed to harnessing the power of education to enrich our pupils' lives, ensuring that the communities of Pontypridd thrive now and for future generations.

Delivering equity and excellence is at the heart of our school, where there is a place and opportunity for everyone, every day, to discover their brilliance.

VISION

- Foster a culture of aspiration where everyone strives to discover their brilliance
- Provide a dynamic and innovative curriculum which broadens our pupils' horizons through progressive learning experiences
- Enable consistently outstanding teaching and embrace every moment as an opportunity to learn
- Build **ONE** community characterised by fun, equity, and inclusivity, where everyone feels supported, trusted and valued
- Empower our community to realise that leadership is not confined to a select few but can be embraced by all.

VALUES

Be Brave	We will not be afraid to take risks and will overcome challenges by being resilient.
Be Respectful	We will be kind and value everyone in our community.
Be Optimistic	We will embrace opportunities and challenges with a 'can-do' attitude.
Be Trusting	We will rely on each other's integrity and competence, fostering a collaborative and supportive culture.
Be Aspirational	We will set ambitious goals, strive for excellence and pursue personal growth to achieve our full potential.
Have Fun	We will promote enjoyment and seek fulfilment, celebrating both our individual and collective achievements.

1. INTRODUCTION

- 1.1. Our approach at Ysgol Bro Taf is based around building robust positive relationships across our whole school community, fostering a love of learning from 3 – 16 years, ensuring all pupils have a positive attitude towards their learning and education.
- 1.2. Staff at Ysgol Bro Taf will operate in a person-centred approach, always considering personal circumstances, all staff are Adverse Childhood Experiences (ACEs) trained and a selection of key staff are trauma informed trained. All of these approaches will be used in developing a strong culture of support with pupil progress and well-being at its heart.
- 1.3. The aim of this policy is to ensure the very best attitudes to learning (AtL) across our school community and ensure our school values are fully embedded within our way of working.

2. KEY STAFF, ROLES AND RESPONSIBILITIES

- 2.1. At Ysgol Bro Taf we have strong systems and structures to ensure a robust approach to pupil well-being and AtL. All staff across the school community will work in collaboration to ensure excellent attitudes to learning. However, there are key staff involved in this specific area of work:
- Deputy Headteacher (Well-being, Care, Support and Guidance)
 - Assistant Headteacher (ALN and Inclusion)
 - Nurture Room Lead
 - Therapeutic Coach
 - Enhanced Alternative Curriculum Lead
 - Head of Lower School
 - Deputy Head of Lower School
 - Skills, Well-being and Family Engagement Officer Lower School
 - Head of Middle School
 - Head of Year 7
 - Head of Year 8
 - Well-being and Family Engagement Officer
 - Head of Upper School
 - Head of Year 9
 - Head of Year 10
 - Head of Year 11
 - Well-being and Family Engagement Officer
 - Behaviour Lead
 - Inclusion Room Lead
 - AtL Assistant
- 2.2. The Headteacher and School Leadership Team will:
- ensure the consistent application of this policy across the whole school community
 - ensure that there is no differential application of the policy and procedures on any grounds, ethnic or national origin, culture, religion, gender, disability or sexuality
 - ensure that the concerns of pupils are listened to, and appropriately addressed.
- 2.3. The need for pupils to develop positive relationships, self-esteem and confidence is a priority, and we recognise that the tutor has an essential role in this. Therefore, every pupil will meet with their tutor at the start of each school day, during this time they will take part in activities that are designed to help them to build relationships with staff and peers and improve their own wellbeing.
- 2.4. During tutor time pupils will also track their attendance and achievements on a weekly basis, working with their tutor to set targets for improvement when needed. The form tutor should be the first point of contact for pupils who need support with their attendance, punctuality or meeting expectations.

- 2.5. Tutors will:
- plan and deliver different activities focusing on pupil well-being and building positive relationships
 - complete 'Ready to Learn' checks every morning ensuring all pupils have all the tools required for a successful day of learning
- 2.6. Staff have responsibility for creating a high-quality learning environment and enabling a positive AtL for all.
- 2.7. Staff are responsible for maintaining a calm, safe environment by performing duties before school and at breaktimes, this includes being present on doorways and in communal spaces during lesson changeovers, ensuring a positive meet and greet of pupils.
- 2.8. Staff will aim to be punctual to all lessons and sessions.
- 2.9. Parents and carers will be expected, encouraged, and supported to take responsibility for the AtL of their child. The school will encourage parents and carers to work in partnership to help in maintaining high standards of desired behaviour and positive AtL.
- 2.10. Parents and carers will be issued with a home-to-school agreement at the start of the academic year (or relevant start date), this needs to be signed, dated and returned to school within two weeks.

3. OUR APPROACH

- 3.1. At Ysgol Bro Taf, pupil well-being is at the heart of all we do, we will ensure:
- a positive, collaborative and calm approach to classroom management
 - a safe learning environment where pupils / staff feel comfortable in developing new skills
 - dedicated staff to support pupil well-being and promote positive attitudes to learning
 - a well thought out and planned rota of duties to ensure effective management of the school site
 - an inclusive structure allowing all pupils to thrive to the best of their ability
 - a culture in which success is celebrated at every opportunity and praise is used to promote positive attitudes to learning
 - collaboration with home, school and community to enable successful support, care and guidance to all pupils and their families
 - the use of restorative practice strategies to resolve issues.
- 3.2. As a school we feel strongly that all stakeholders play their part in achieving positive ATL for all pupils. Below is our non-negotiables of what we need as a school to succeed in this area:

As a pupil or as a member of staff at Ysgol Bro Taf, I will:

- **Be Brave:** I will not be afraid to take risks and will overcome challenges by being resilient.
- **Be Respectful:** I will be kind and value everyone in our community.
- **Be Optimistic:** I will embrace opportunities and challenges with a 'can-do' attitude.
- **Be Trusting:** I will rely on other's integrity and competence, fostering a collaborative and supportive culture.
- **Be Aspirational:** I will set ambitious goals, strive for excellence and pursue personal growth to achieve our full potential.
- **Have fun:** I will promote enjoyment and seek fulfilment, celebrating both our individual and collective achievements.

As a parent or carer at Ysgol Bro Taf, I will:

- ensure my child attends school regularly and on time, following the school's attendance policies
- provide a suitable environment at home for my child to complete homework and study
- communicate respectfully and promptly with teachers and school staff regarding my child's progress and any concerns
- support the school's behaviour policies and reinforce the importance of respect, responsibility, and positive conduct at school
- encourage my child to participate in school activities, clubs, and events to promote a well-rounded education
- stay informed about the school's policies, events, and expectations by regularly checking communications from the school
- attend learner review meetings, workshops, and other school events that support my child's learning and development
- ensure that my child is properly equipped for school each day, including having the necessary uniform, books, and supplies

- promote a positive attitude towards education at home, encouraging my child to do their best and take pride in their work
- notify the school of any issues or circumstances that may affect my child's learning, behaviour, or well-being
- support the school's efforts to provide a safe and inclusive environment for all students.

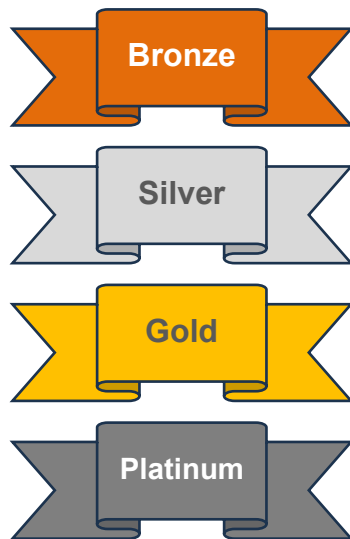
3.3. Restorative approaches are a keyway in which staff operate at Ysgol Bro Taf.

A key purpose of this policy is to make clear the means by which we establish positive relationships and promote an excellent AtL within our school community. This involves a whole school approach to building, maintaining and (when needed) the repairing of relationships. We make every effort to achieve this using a consistent restorative approaches.

- 3.4. By using restorative approaches, the school community can establish relationships based on mutual respect and fairness. In turn this creates a school that is supportive, accountable, and respectful. When managing behaviour, we expect all adults to respond in a non-judgmental, empathetic way that focuses on the emotional needs that drive a behaviour, rather than the behaviour itself and look at ways to support pupils who present in this way. Approaching incidences and issues in a restorative manner provides pupils, and others, the opportunity to think about the consequences of their behaviour and how they can find ways of repairing any harm caused.
- 3.5. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and the pupils know that issues will be dealt with fairly with a 'no blame' approach. When dealing with incidents, key questions will be asked in a restorative meeting to find out what has happened and how the individuals involved can make things right again, or repair the harm caused.
- 3.6. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident will be given the opportunity to take part in a restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.
- 3.7. All meetings with pupils, parents and carers will be held in a restorative manner.

4. REWARDS

- 4.1. Rewarding and celebrating positive work is pivotal to the culture at Ysgol Bro Taf. As a school we want all pupils to be aspirational and be the best version of themselves. All positive points will be rewarded through the school's online platform Bromcom and align with our Values.
- 4.2. The 'Bro Taf Challenge', every term pupils will have a 'fresh start' meaning all previous positive and negative behaviour points are removed. Each pupil will strive to achieve the below milestones:



Bronze Award- 50 Positive Points

Silver Award- 100 Positive Points

Gold Award- 150 Positive Points

Platinum Award- 200 Positive Points

- 4.3. For a pupil to achieve each award they must not only achieve the outlined number of positive points but have 'net zero'.
- 4.4. Each time a milestone is achieved, pupils will be rewarded with a certificate at the end of the week during the relevant reward session.
- 4.5. Pupils will be rewarded for different activities and behaviours linked to the school's values.
- 4.6. Pupils will also receive positive points and certificates for 100% attendance. Further details on this can be found in the school's Attendance Policy.
- 4.7. At the end of each half term, pupil achievements will be celebrated with reward assemblies. This will also be publicised on the school website and social media accounts.

5. SANCTIONS

- 5.1. Whilst we continually reward positive attitudes to learning and optimism around our school community, we fully recognise that there will be times where pupils display poor attitudes to learning and behaviour.
- 5.2. The school operates a graduated response system to challenging behaviour. The system will look different in Lower School to Middle and Upper School.
- 5.3. Pupils will receive negative points on Bromcom for poor behaviours that do not align with our school values.
- 5.4. Whilst pupils in Year 2 and below will not receive negative points, they will still be encouraged and reminded to make positive changes.
- 5.5. The school will not have a discreet set of rules but will operate through our Values.
- 5.6. There is a culture in Ysgol Bro Taf that all staff across the whole school community are leaders, as such all staff will respond and deal with negative attitudes to learning and challenging behaviour as and when needed:

Lower School (Nursery-Year 4)

- **B1:** Low level disruption, not following teach instruction- this will be a reminder of the instructions
- **B2:** Low level disruption continues; at this point the child might be asked to move seats or activity. Again, there will be a restorative conversation around the reminder of expectations
- **B3:** Behaviour has not improved or changed. At this point this could mean a 'change of face' or an opportunity to continue learning in a different classroom for a specific period of time
- **B4:** If behaviour was at a concerning level and making the learning environment unsafe for pupils and/or staff the pupil would be removed from the room and placed in a different learning environment. Pupil(s) would be supported in regulating their emotions and aim to re-enter the classroom when deemed appropriate. At this level the pupil might be required to remain with a designated member of staff for playtime
- **B5:** Referral to the Head of School for further discussion/intervention.

Years 5-11:

- **B1:** Low level disruptive behaviour, formal warning, no sanction given. This is recorded on Bromcom. This could include a quick discussion inside or outside the classroom depending on individual circumstances. Pupils will receive one negative point for a B1. If pupils receive a B1- Late for school, this will trigger a message home to ensure parents and carers are aware of lateness.
- **B2:** Continuation of unacceptable behaviour. Recorded on Bromcom. Pupils must be given the opportunity to rectify their behaviour when moving from B1 through to B2
- **B3:** Continuation of unacceptable behaviour, issued a lunchtime detention. All detentions will be run through the school's Behaviour Team. For pupils in Years 5 and 6 all detentions will be run within Lower School, pupils will not complete detention with older pupils. Pupils receiving a B3 will receive 3 negative points.
- **B4:** Removal from lesson to the school's Inclusion Room (RESET) room.
 - The staff member will press 'B4' on Bromcom and the pupil will be sent to RESET. The B4 will send an automatic message to the RESET room so staff know to expect the pupil. If the pupil is refusing to leave, staff will press 'B4 Refusing to leave' and this will trigger a member of staff on call / AtL Assistant to arrive at the room. Pupils who refuse to leave will receive an after school detention
 - The day spent in RESET will be a full day/three lessons dependant on the time entering the provision and depending on the context of what has happened. Parents and carers will be informed that their child has been placed in RESET. For pupils in Years 5 and 6, the time spent in RESET will be determined by HOS/DHOLS. Parents and carers will be informed by HOS/DHLOS.
 - An immediate B4 straight to RESET is for extreme behaviour only i.e. fighting (Physical Abuse), threats or abuse towards staff, racial abuse, vandalism of school property, theft and vandalising the property of other. This can only be sanctioned by SLT, Well-being and Behaviour Team.
 - Whilst in the RESET provision pupils are expected to adhere to the rules of the room, this will include placing their mobile phone in the safe. Pupils will also need to pre-order food, food will then be brought to the room.
- **B5:** If all other avenues have been exhausted and no improvement this could result in a fixed term exclusion (FTE). This is always treated as a last resort. If a pupil is issued with a fixed term exclusion the following procedures will come into action:
 - The pupil will be issued with a fixed term exclusion
 - Parents and carers will be issued with a letter via Bromcom/email
 - A 'return to school' meeting will be set, as a school we strongly advise parents and carers to attend this meeting. If the parent / carer cannot attend, the meeting will still go ahead with the pupil and school staff

- When a pupil returns to school following a period of exclusion, the pupil will report to main reception where they will be met by staff.
- The return to school meeting will discuss reasons for exclusion, steps to move forward and ensuring an improvement in ATL
- The pupil will then spend 3 lessons in the Inclusion Room preparing for a return to mainstream

5.7. The use of RESET is deemed the final step in processes that can be administered within school.

5.7.1. Pupils will be isolated from their peers and follow a programme of work.

5.7.2. Break and lunch times may vary from the normal school day.

5.7.3. Parents and carers will be contacted in all cases if a pupil spends time in the Inclusion Room.

5.7.4. Failure to comply with expectations for behaviour whilst in the Inclusion Room will result in a fixed term exclusion.

5.7.5. There might be occasions where pupils need to complete time in RESET but we feel an alternative would be appropriate. If this happens this will be discussed and outlined with pupil and parents / carers.

5.8. Disruption and defiance in relation to the Inclusion Room can result in the school issuing a fixed term exclusion.

5.9. Pupils are expected to uphold the values in all parts of the school, including communal areas, such as corridors, canteen etc.

5.9.1. Outdoor wear must be removed when inside the school building(s). All pupils, staff and visitors will walk on the left in school buildings to ease congestion and create a calm environment on transition between lessons.

5.9.2. Any pupil caught abusing the school's toilet areas, including congregating in one cubicle, damage, truancy or eating/drinking in the toilet will receive an appropriate sanction.

5.10. As a school we will not tolerate low level disruption across our school community, as this impacts negatively on learning. The school's behaviour and well-being team will closely monitor all Bromcom points and implement the following systems across Middle School and Upper School:

5 negative points in one week	After school detention
Failure to attend after school detention	Full day in RESET

5.11. For any child receiving an afterschool detention, the parents and carers will receive notification 24 hours in advance. This might be different with the support and agreement from parents and carers.

- 5.12. Consistency is key to achieving positive attitudes to learning at Ysgol Bro Taf. To support consistency across the school, all staff will use scripts for dealing with challenging behaviour (Appendix A).
- 5.13. The aim of these sanctions is to address the behaviour concerns and reflect on what has happened.
- 5.14. We expect all parents and carers who have chosen to enrol their child at Ysgol Bro Taf to support the school fully and without reservation in implementing the approaches outlined.

6. EXCLUSIONS

6.1. Fixed term exclusions are used as last resort and all other avenues will be explored prior to the issuing of a fixed term exclusion. However, there are serious breaches to the schools AtL Policy which will result in fixed term exclusions, this could include:

- Persistent defiance and/or disruption
- Physical or verbal altercation or assault
- Cheating in examinations or assessments
- Smoking/Vaping
- Using illegal substances
- Theft
- Vandalism
- Misuse of social media or phones
- Verbal abuse towards staff or visitors
- Threatening behaviour towards staff, pupils and/or visitors

The above are examples and the list is not exhaustive.

6.2. If an incident has occurred, individual circumstances of the incident would be taken into account.

The following will be considered:

- The Headteacher is legally responsible, following investigation and guidance from a range of staff, for the exclusion of a pupil and for gathering and preparing all exclusion documentation.
- The Governors' Discipline Panel is involved in exclusions as laid down by the law on exclusion.
- A Governors' Discipline Panel will be convened when a pupil has been excluded in excess of fifteen days in any one term or has been permanently excluded.
- A Governors' Discipline Panel will also be convened in relation to any fixed term exclusions which would lead to a pupil being excluded from between 6 and 15 days but only when the pupil's parent(s) / carer(s) express a wish to make representation.
- Following a period of exclusion, a meeting between the school, the pupil and the parent / carer is arranged. It is likely that 'special conditions' will be agreed before re- admission.
- Should the parents / carers have cause to complain about the exclusion then it is proper to follow the Complaints Policy and procedures.
- Following any exclusion, prior to the pupil coming back into school it is strongly encouraged to hold a 'return to school' meeting.

6.3. A decision to permanently exclude a pupil 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 which have been tried without success, this decision is made when the school has exhausted all other strategies.

6.4. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence.

These 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.

7. PUNCTUALITY AND TRUANCY

- 7.1. It is imperative that all pupils attend all lessons and interventions on time and ready to learn. This is to ensure the safeguarding of all pupils at all times, across the school community. If a pupil is not in lesson without permission this is classed as truancy
- 7.2. If a pupil is late to school or lesson, this is recorded as 'L' on Bromcom and a 'B1' is awarded. The staff member completing the register will also indicate the accurate number of minutes the pupil was late. Pupils who receive five 'B1's' in one week will receive an afterschool detention. If a pupil receives 'B1 late to School' - Parents and carers will automatically receive a notification message.
- 7.3. If a pupil is caught truanting a lesson/session during the school day, they will be given a chance to return to the lesson and issued a 'B3'. This is for the first offence only.
- 7.4. If a pupil is caught truanting for a second time, this will be upscaled to an after-school detention.
- 7.5. For pupils who are persistently truanting they will be placed in the schools 'RESET' room.
- 7.6. In instances whereby pupils are truanting on site and refusing to listen to staff on site, parents and carers will be requested to attend site to support staff. This is to ensure all pupils are safe when on site.
- 7.7. If truancy continues, parents and carers will be invited into school to attend a meeting with a member of the school's senior leadership team. The pupil will be placed on truancy risk management plan, this will involve the parent / carer attending site in the event of truancy and a potential fixed term exclusion for continuous defiance. There might also be multi agency involvement at this point due to the ongoing safeguarding concerns.

8. USE OF MANAGED MOVES


- 8.1. If it is felt that a pupil's behaviour can no longer be managed by the school then a managed move can be arranged.
- 8.2. This is done in collaboration with the family, the Local Authority and another school.
- 8.3. All parties should be in agreement. The school adheres to agreed processes that apply to all schools across Rhondda Cynon Taf.
- 8.4. This process if applied would be led by the Head of School.

9. MOBLIE PHONES AND ELECTRONICE DEVICES

- 9.1. Pupils should not be using mobile phones or personal electronic devices on the school site.
- 9.2. Mobile phones should be switched off and in the pupil's bag. If a mobile phone is seen, it will be confiscated, and the mobile phone policy will come into action.
- 9.3. The same applies for any electronic device such as air pods, smart watches, headphones.
- 9.4. Further details on this can be found in the school's Mobile Phone Policy.


10. SCHOOL UNIFORM

- 10.1. The wearing of full school uniform is expected as an integral part of the school's values. It provides an inclusive identity for pupils of all backgrounds and promotes positive attitudes to learning across our school community. It also ensures that our pupils are dressed appropriately for learning whilst removing any peer pressure of dressing in particular fashions.
- 10.2. As per our home-to-school agreement, we ask all for parents and carers support in promoting the importance of uniform and appearance.
- 10.3. All pupils are expected to wear the correct school uniform appropriately at all times, including the correct PE kit during PE lessons.
- 10.4. Our school uniform can be seen below:




DRESSED FOR LEARNING DRESSED FOR SUCCESS


UNIFORM



Choice of dark grey V-neck jumper or cardigan with red trim





Clip-on school tie
(Lower School, Middle School, Upper School)





Choice of white long or short sleeved shirt or blouse











Choice of dark grey trousers, dark grey tailored shorts, dark grey pleated skirt, tartan pleated skirt or tartan pinafore dress

Footwear – Choice of black shoes or black trainers (no other colour visible)

Tights – Choice of black or grey tights (no leggings)

Socks – Plain black socks with trousers. Grey or white shorts with pinafore, skirts or tailored shorts



DRESSED FOR **LEARNING** DRESSED FOR **SUCCESS**

PE KIT



Round-neck black and red t-shirt



1/4 zip training top *(optional)*



Choice of black shorts, black tracksuit trousers or black leggings

Footwear

Indoor sport: Sports trainers, no converse or fashion based trainers

Grass playing fields: Football boots with safety studs

3G: Artificial grass (AG) boots are the most suitable choice. Firm-ground (FG) or astroturf boots can also be worn. Trainers or football boots with blades are not recommended.

Our school uniform is an important part of our identity

We have high expectations that all pupils will wear their uniform smartly and with pride

- 10.5. Pupils are permitted to have any hair style.
- 10.6. Pupils are permitted wear jewellery, such as earrings, bracelets etc, but may be asked to remove these during certain activities for their safety and that of others. We expect pupils to comply fully with any request to remove their jewellery. Facial piercings are not permitted.
- 10.7. Failure to comply with the school's uniform policy will result in sanctions being applied as outlined above.

11. VAPING, SMOKING AND ILLEGAL SUBSTANCES

- 11.1. Smoking, vaping or consuming alcohol is strictly prohibited across our school site.
- 11.2. Failure to comply with this will result in sanctions being applied as outlined above.

12. BANNED ITEMS

12.1. The following items are not permitted on the school site:

- illegal substances
- Lighters
- Tobacco
- Vaping equipment
- Knives
- Fireworks
- Drugs
- Solvents
- Blades
- Alcohol
- Guns (including plastic toys or replicas).

This list is not exhaustive, and the school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety.

- 12.2. Pupils found in possession of 'banned' items will have them confiscated and may be excluded from school.
- 12.3. In relation to dangerous items, it is likely the school will involve the Police. The school has the authority to 'dispose' of banned items.

APPENDIX A: SCRIPTING TO SUPPORT CONSISTENCY

The use of scripting. Scripting is used across our school community to promote consistency and support all staff in ensuring the correct approach is used when dealing with pupils.

At times pupils might need reminding of the schools' values for success and will need support in regulating their emotions to enable them to make better decisions.

As a school we encourage all staff to use the below strategies when dealing with pupils who are dysregulated and not in control of their emotions:

- Gentle approach, personal, non-intimidating, side on, eye level or lower.
- State the behaviour that was observed and which value for success is not being adhered too.
- If possible give the pupil options.
- Tell the pupil what the sanction is or what needs to happen next. Immediately refer to previous good behaviour/ learning as a model for desired behaviour.
- Walk away; allow the pupil time to think about their actions and decide what to do next. This can only be done if the member of staff feels the situation is safe.
- If there are comments as you walk away, they can be followed up later. Do not make comments back.
- Look around the room with a view to catching somebody following the values for success and use this as a model.

Feelings

1. Identify the feelings

"You sound as if..."
"You seem to be..."
"You look as if..."

2. Acknowledge the feelings

"Oh right..."
"Oh yes..."
"I see..."

3. Accept the child's feelings as you stop unacceptable behaviour

"I know you are angry, but I can't allow you to ..."

Engage the child's co-operation

1. Saying thank you as a presupposition or giving thanks

"Thank you for putting your hand up David."

"Thank you for putting your rubbish in the bin."

2. Question or comment on learning, not the behaviours

"What number are you on?" "How far have you got now?" "How did you get that answer?" "I like that answer, show me how you did it."

3. Describe the problem

"I can hear too much noise right now." "... You're talking, this is...Time...You need to look and listen, thanks." "... Are you ready?... Look this way and listen, thanks."

Pupil	Adult
'It wasn't me'	'I hear what you are saying..'
'But they were doing the same thing'	'I understand that, however...'
'I was only...'	'Maybe you were....and yet..'
'You are not being fair'	'Sometimes I may appear unfair...'
'It's boring'	'That may be the case, however...'
You are a ... (name calling)	There may be some truth in that... or 'I am sorry you are having a bad day'.

APPENDIX B: HOME-TO-SCHOOL AGREEMENT

As a pupil at Ysgol Bro Taf, I will:

- Be Brave. I will not be afraid to take risks and will overcome challenges by being resilient.
- Be Respectful. I will be kind and value everyone in our community.
- Be Optimistic. I will embrace opportunities and challenges with a 'can-do' attitude.
- Be Trusting. I will rely on each other's integrity and competence, fostering a collaborative and supportive culture.
- Be Aspirational. I will set ambitious goals, strive for excellence and pursue personal growth to achieve our full potential.
- Have fun. I will promote enjoyment and seek fulfilment, celebrating both our individual and collective achievements.

As a member of staff at Ysgol Bro Taf, I will:

- remain calm in all situations, not using raised voices
- be optimistic, positive and solution focused
- acknowledge and greet everyone in positive manner
- arrive promptly for all lessons / sessions, ensuring a swift and relevant start to the lesson/session
- deal with any issues / problems in a professional and calm manner, using key staff.

As a parent / carer of a pupil at Ysgol Bro Taf, I will:

- ensure sure my/our child attends school in correct uniform, arrives on time and is ready to learn with all equipment needed for the day ahead
- communicate clearly and in a timely fashion if my child is away from school ensuring reasons are logged accurately
- encourage my/our child to work hard and support them in homework by checking Bromcom regularly, ensuring work is completed by the deadline stipulated
- attend pupil review evenings and discussions about my/our child's progress
- encourage my/our child to participate in the extracurricular opportunities offered by the school
- ensure my child strives for 100% school attendance
- ensure my child attends all lessons when in school.

Signed Parent / Carer:		Date:	
Signed Pupil:		Date:	
Signed HoS/HoY:		Date:	