

Polisi Ymddygiad



Behaviour Policy

Ysgol Bro Pedr Discipline and Behaviour Policy

Our aims

- To develop a behaviour policy which is supported and followed by the whole school community (parents, staff members and pupils) based on a sense of community and shared values;
- To create a caring family atmosphere in which teaching and learning can take place in a safe and happy environment;
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills in order to promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property;
- To ensure that all staff members model positive values, attitudes and behaviour;
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for pupils of all ages and abilities;
- To make clear to pupils the distinction between minor and more serious misbehaviour and the range of sanctions that will follow;
- To respond appropriately and effectively to poor behaviour and to treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour;
- To develop the pupils' self-regulation skills, and support them in developing strategies for dealing with anger, frustration, worry and anxiety, which may be the root cause of behavioural manifestations and to support pupils in developing independent behavioural modification strategies.

We hope to achieve these aims by:

- Providing a positive, supportive and safe environment for pupils and staff to work in;
- Encouraging pride and respect for the school and uphold its good name at all times;
- Promoting care and consideration for others.

CLASSROOM MANAGEMENT

A Pupil's Responsibility

Pupils are expected to obey a simple set of rules.

Pupils should:

- Be courteous, considerate and hardworking;
- Be well-behaved, well-mannered and attentive;
- Be punctual to lessons (although it is recognised that new pupils need support with transitions) and enter/leave the classroom quietly;
- Remain in their seats unless asked to move;
- Come to lessons prepared to work, be properly equipped and wear the correct uniform (in line with the Uniform Policy);

- Listen to and follow instructions (although it is understood that pupils with short term memory issues will need additional support with this ;
- Respect their own and other people’s work and property and take care of books and equipment;
- Not use foul language or any form of violence;
- Ensure that any mobile phone or electrical device does not interrupt learning and teaching;
- Walk (not run) when moving around school;
- Report any grievances with another pupil to a member of staff who will deal with the matter;
- Refrain from physical violence or retaliation. Repeated or serious incidents may lead to exclusion.
- Refrain from bringing potentially dangerous instruments to school, or any item that could be deemed to be an offensive weapon;

A Teacher’s Responsibility

Teachers should:

- Promote the school rules consistently and fairly;
- Encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a pupil.
- Ensure that pupils conduct themselves in an orderly manner whilst on the school site;
- Ensure that they adopt positive behaviour and use of language towards each child and member of staff;
- Ensure that they have an accepting and respectful attitude towards each child and member of staff;
- Manage low level disruption within their own classroom/department. If a teacher requires support to manage an incident, (s)he should contact a member of the Pastoral Team (based in Hafan);
- Record any behaviour incident on SIMS by the class teacher. Teachers should also record achievements in SIMS;

Parents can help by:

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and pupils;
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement;
- Attending Parents’ Evenings and other school-based events;
- Acknowledging that learning and teaching cannot take place without sound discipline;
- Working with the Headteacher or staff member responsible for behaviour in creating and implementing a behaviour plan to be used both at home and at school so as to ensure consistency and continuity. This may be delivering a reward at home which the pupil earns through showing a desired behaviour/s at school;
- Discussing problems or concerns with school, where appropriate, and sharing any worries that they have regarding the school’s handling of behavioural incidents.

Managing Behaviour

Members of staff will always aim to de-escalate a situation of conflict and strive to restore calm during incidents of confrontation or conflict involving members of staff and pupils or pupils and their peers. Staff should only attempt to deal with an issue when calm is restored and conversations can take place in a calm, orderly and respectful manner. We will always endeavour to avoid pupil restraint whilst ensuring safety. Staff must forward to the Headteacher a record of any incidents involving physical contact with pupils (see record sheet in Appendix of the school “Keeping Safe” Policy).

Reward Scheme

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward for all pupils. The Bro Pedr reward scheme is based on stickers/stamps acknowledging effort and / or a high standard of work, comments in school contact books, certificates and end of term/year prize-giving assemblies. Pupils can be rewarded for academic and non-academic achievements, for attendance, for effort, for being helpful and caring and for all aspects of good work and behaviour. All members of staff give verbal, descriptive praise as often as possible. Staff are directed to do this in a manner appropriate to the age of the pupil. Staff understand that certain pupils need to be praised for behaviours that are usually taken for granted - e.g. sitting tidily and quietly, listening attentively, wearing the correct uniform etc. Advice and suggestions from external agencies are often sought as a number of issues can often impact on behaviour. Such advice is always shared with relevant staff to ensure consistency throughout the school.

Sanctions

Unfortunately, there will be times when pupils behave inappropriately. Pupils need to be supported in discovering where the boundaries of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are generally dealt with by the staff involved at the time in a caring, supportive and fair manner, with some flexibility regarding age of the child and level of understanding and control over their behaviour, as far as sanctions are concerned. Each case is treated individually. Generally pupils are made aware that they are responsible for their own actions and that breaking rules will have a consequence. Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as break and lunchtimes or moving to sit elsewhere in the classroom. Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, disrespectful behaviour towards other pupils and staff, bullying behaviour and disruptive behaviour in class. Each incident is assessed carefully, and a strategy developed. This may include time in our Encil (Isolation), being placed on the school 5 Step Consequence Model (see appendix) or spending time away from the group and earning the right to be back with the other pupils. The staff involved in directing sanctions ensure that the pupil understands that this is a result of a particular behaviour. Serious acts of aggression may result in the pupil being temporarily excluded. The aggressors own needs, reasons for the act, and any extenuating circumstances would also be taken into account, as well as any impact upon the other pupil/s involved and Restorative Approaches would be used in order to repair any damage caused. Close contact with parents is always maintained. Other agencies such as CAMHS, LA Inclusion Service, LA Educational Psychology Service, Team around the Family (TAF) and Social Services are involved if appropriate. Incidents are recorded on SIMS and the Head of Phase reviews all records on a weekly basis. The Head of Phase meets with a member of the SLT and Pastoral Team every week to discuss any pupils who may be of concern.

If there is a need for sanctions then the following may be used, depending on each pupil's needs:

- Redirection to another activity;
- Giving positive reinforcement for appropriate behaviours, whilst ignoring inappropriate ones;
- Talking to the pupil – discuss what has happened and remodel where possible;
- Discussion in groups or individually (Restorative Coaches could be used here);
- Moving the pupil from the group to work on his/her own;
- Removal to Encil for the lesson (this will also mean that the pupil will also lose the following lunchtime);
- Removal of privilege e.g. miss breaktime (with supervision) / detention in Rm 8;
- Use of Social Stories aimed at improving the child's understanding of what behaviour and interaction is appropriate and desirable, as well as directing future behaviour;
- Parental involvement. This may include a reward or consequence being delivered at home. Home-school behaviour books are useful in maintaining parental involvement;
- Use of the Hafan / Ystafell Gynnal to provide a safe space for the pupil if upset or angry;

There may be occasions when it is necessary for a staff member to remove a pupil to a safe place if there is concern for his or her welfare, other pupils welfare, staff welfare or property.

Use of mobile phones and other electronic devices

Although we acknowledge that pupils may need to have a mobile phone in case of emergency, we do not allow pupils to use their phones during the course of the school day. Any pupil who is seen to be using their phone or other electrical device (MP3 player, tablet etc.) during the day will be reminded of the school rule. If the pupil persists in ignoring the school rule they may have the item confiscated until the end of the school day. Pupils who continue to break this rule may have their phones or other device confiscated for longer, at the Headteacher's discretion.

Leaving the School Premises without Permission

If a pupil leaves the school premises without permission, or hides where they cannot be found, staff will attempt to help the pupil to return to the school grounds as far as it is possible to do. This is dependent upon the circumstances. If the pupil will not return to school, or is already a distance away, his or her parent/s will be telephoned immediately. If it is not possible to contact the parents the police will be notified.

Smoking during the school day

It is unacceptable to smoke on the school premises, and whilst in school uniform. If a pupil is found to have been smoking during the school day, then his or her parents will be notified and a three-stage approach will be adopted:

- First offence: 3 days detention
- Second offence: After school detention
- Third offence: A day in Encil

If a pupil continues to ignore school rules regarding smoking then it is possible that the school will look at temporary exclusion as the next step.

Alcohol, Drugs, Weapons and Inappropriate Reading Materials

It is unacceptable to be in possession of or partake in any of the above on the school premises, and during the school day. It may be necessary for staff to search bags and possessions if there is reasonable grounds for suspecting such items may be on the school premises. If a pupil is found to be in possession of, or partaking in any of the above during the school day, then his or her parents will be notified and he or she may be excluded. This may also result in further consequences, depending upon the nature and severity of the incident (to be decided by the Headteacher). In the case of illegal drugs, the school will notify the Police.

The Role of Pastoral Support

Pastoral Support aims to provide immediate and personalised support for pupils' overall wellbeing. If we are to achieve our goal of ensuring every child achieves success we should recognise there are times when pupils need additional support. This could include informal / formal counselling and social and emotional support and monitoring. By tracking pupil welfare / conduct and progress the Pastoral Support staff aim to provide early intervention to prevent problems escalating. Pastoral Support work closely with individual pupils to support positive wellbeing, pupil progress and high standards of conduct.

The Role of the Encil

Encil (internal exclusion) can be used to diffuse situations that occur in school and which require a pupil to be removed from class but may not require exclusion from the school premises. One purpose of the Encil is to provide appropriate accommodation for pupils whose behaviour has prevented learning and teaching from taking place in a classroom. It can also be used for longer periods in place of temporary exclusion. In this instance parents will be

contacted to discuss their child's behaviour. As well as being a sanction, time in the Encil allows the pupil to reflect on his/her behaviour (with the support of staff who are supervising at the time).

Exclusion Policy

A decision to exclude a pupil should be taken only in response to serious breaches of our school's behaviour policy. Only the head teacher can exclude a pupil. If he is 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 head's absence. A decision to exclude a child 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 which have been tried without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the child and should normally be used as a last resort. There will, however be exceptional circumstances where, in the head teacher's judgement, it is appropriate permanently to exclude a child for a first or one-off offence.

These might include:

- ❖ serious actual or threatened violence against another pupil or a member of staff;
- ❖ sexual abuse or assault;
- ❖ taking or supplying an illegal drug;
- ❖ use or threatened use of an offensive weapon;
- ❖ serious threat to the safety of the school community (including arson)

In most cases it would be appropriate to inform the police if it is thought that a criminal offence has taken place. There may be cases where this approach is appropriate for pupils excluded for a fixed-period. Consideration should also be given to whether or not to inform other agencies, e.g. Youth Offending Service, social workers, etc. These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. The decision will be communicated to the parent/carer as soon as possible, and an official letter will be sent to that effect.

Action following exclusion

For a fixed-term exclusion of five days or fewer:

- The parent/carer and pupil are informed, initially, by telephone (where possible), with written notification being given within one day (copied to the Chair of the Governing Body and LA).

For a fixed-term exclusion of between 6-15 school days:

- The parent/carer and pupil are informed, initially, by telephone (where possible), with written notification being given within one day (copied to the Chair of the Governing Body and LA);
- If parents/carers and/or the pupil request it, a meeting of the Governing Body's Pupil Disciplinary and Exclusion Committee will be convened at the earliest opportunity in order to review the Headteacher's decision.

For a fixed-term exclusion of more than 15 school days:

- The parent/carer and pupil are informed, initially, by telephone (where possible), with written notification being given within one day (copied to the Chair of the Governing Body and LA)
- Within 15 school days of the decision, the Governing Body's Pupil Disciplinary and Exclusion Committee will be convened in order to review the Headteacher's decision.

For a permanent exclusion:

- The parent/carer and pupil are informed, initially, by telephone (where possible), with written notification being given within one day (copied to the Chair of the Governing Body and LA);

- Within 15 school days of the decision, the Governing Body's Pupil Disciplinary and Exclusion Committee will be convened in order to review the Headteacher's decision;
- If the decision is upheld and parents/carers and/or the pupil wish to lodge an appeal, an Independent Appeal Panel meeting will be convened by the LA;

Support for excluded pupils

Any pupil excluded will receive the following support:

- Interview to discuss their actions and impact upon others;
- A Pastoral Support Plan setting targets and identifying support where needed

Should a pupil receive a number of fixed term exclusions and become at risk of permanent exclusion the school will seek to use a range of alternative options to prevent this. These include temporary / permanent placement in alternative settings. The school will also involve the LA Inclusion Service.

Complaints procedure

If parents/guardians have a complaint concerning provision for their child they should discuss this with the Headteacher. Should the matter still be unresolved the parents/guardians should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority.

Date of review

This policy will be reviewed in **October 2017**

Agreed at the governing body meeting on :

Date

Signed (Chair of Governors)

Signed (Headteacher)

Appendix

Ysgol Bro Pedr Five-Step Consequence Model

CURRENT INCIDENT: CONSEQUENCE 1

- Two day isolation (to include break and lunch) in Encil.
- One-to-One Learning Coach support (2 hours)
- Restorative conversation with Learning Coach or Restorative Conference (as appropriate)
- Behaviour Card (6 weeks) to monitor behaviour. A consistently positive report at the end of the 6 week period could lead to Consequence 1 being lifted

INCIDENT 2: CONSEQUENCE 2

- Two day isolation in Encil – as above
- Learning Coach support - as above
- Interview with pupil and parent
- Restorative methods - as above
- Interview with pupil and parent
- Behaviour Card (6 weeks) to monitor behaviour. A consistently positive report at the end of the 6 week period could lead to Consequence 2 being lifted (with pupil returning to Consequence 1)

INCIDENT 3: CONSEQUENCE 3

- Three day temporary exclusion
- Removal from current class and year group. Pupil to follow timetable of another class in the year above or below (for one school week)
- School to contact **County Inclusion Service** to begin discussions on Managed Move to another school / institution
- Interview with pupil and parent
- Learning Coach support - as above
- Restorative approaches - as above
- Behaviour Card (6 weeks) to monitor behaviour. A consistently positive report at the end of the 6 week period could lead to Consequence 3 being lifted (with pupil returning to Consequence 2)

INCIDENT 4: CONSEQUENCE 4

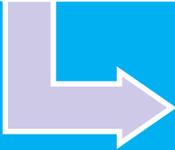
- Restorative approach: **“Panel of Peers” interview**. Pupil to discuss actions and behavioural history with panel of trained senior pupils. Remove from current class / year and transfer to another year group for two school weeks.
- Learning Coach support (2 hours)
- Behaviour Card (6 weeks) to monitor behaviour. A consistently positive report at the end of the 6 week period could lead to Consequence 4 being lifted (with pupil returning to Consequence 3)

INCIDENT 5: CONSEQUENCE 5:

- Referral to alternate institution for **Managed Move**,
- Transfer Process.

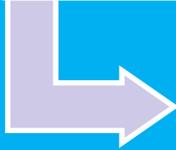
Athro Dosbarth
Class teacher

- 3 rhybudd / 3 warnings
- Cyfeirio at y Pennaeth Adran
Refer to the Head of Department



Pennaeth Adran
Head of Department

- Aseu'r sefyllfa, oes datrysiad adrannol?
Assess the situation. Is there a departmental solution?
- Os na, cysylltu â Hafan / If not, contact Hafan



Hafan

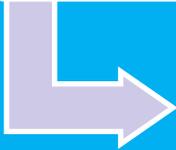
- Aseu'r sefyllfa, defnydd o ddulliau adferol.
Assess the situation, use of restorative methods.
- Cysylltu â'r UTRH / Contact the SMT

Assess



Aelod o'r UTRh
Memeber of SMT

- UTRh - penderfyniad ar gyfnod yn Encil neu ar y cam nesaf
- SMT - decision on time in Encil or the next step.



Encil

SANCTIONS – MISBEHAVING IN THE CLASSROOM

MISDEMEANOUR	MEASURES	WHO IS RESPONSIBLE	CONSEQUENCE
<ul style="list-style-type: none"> - Lack of suitable items for lesson. No exercise book Homework not done No Contact Book No equipment/kit - Lack of effort/underachieving 	<ul style="list-style-type: none"> - Record in Contact Book - Contact Progress Leader <p>- 1 behaviour point</p>	<ul style="list-style-type: none"> - Teacher - Progress Leader 	<ul style="list-style-type: none"> - Interview pupil - Begin review period (with persistent offenders) - Contact parents (if it is a frequent occurrence)
<ul style="list-style-type: none"> - Disrupting lesson e.g. Talkative Using mobile phone Ignoring instructions Lack of respect Chewing gum - Late to Lesson 	<ul style="list-style-type: none"> - Record in Contact Book - Contact Progress Leader <p>- 1 behaviour point</p>	<ul style="list-style-type: none"> - Teacher - Progress Leader 	<ul style="list-style-type: none"> - Confiscate phone for the day - Lunchtime detention - Interview pupil - Begin review period - Contact parents (if it is a frequent occurrence) - Restorative methodology - 'Entitlement Model' i.e. Category A
<ul style="list-style-type: none"> - Using indecent language within earshot of teacher - Impudent behaviour 	<ul style="list-style-type: none"> - Refer immediately to the Pastoral Team - Take pupil to hafan / encil - Discuss with the Head of Dept. the possibility of moving classes for a period <p>- 5 behaviour points</p>	<ul style="list-style-type: none"> - Teacher - Pastoral Team - Head of Phase 	<ul style="list-style-type: none"> - Lunchtime detention - PT to contact parents - After school detention - Encil - Restorative methodology - 'Entitlement Model' i.e. Category A/B/C.....
<ul style="list-style-type: none"> - abusive towards a member of staff e.g. swearing at member of staff 	<ul style="list-style-type: none"> - Refer immediately to the Pastoral Team - Take pupil to hafan / encil - Refer pupil to Head of Phase / Member of Leadership Team - Arrange with the Head of Dept. that pupil moves classes for a period <p>- 10 behaviour points</p>	<ul style="list-style-type: none"> - Teacher - Pastoral Team - Head of Phase - Leadership Team 	<ul style="list-style-type: none"> - PT to contact parents - After school detention - Encil - Restorative methodology - 'Entitlement Model' i.e. Category A/B/C.....

SANCTIONS – MISBEHAVING OUTSIDE THE CLASSROOM

MISDEMEANOUR	MEASURES	WHO IS RESPONSIBLE	CONSEQUENCE
- Breaking uniform/appearance rule e.g. makeup/trainers/jewellery/hoodie	- Oral warning - Confiscate clothing/ jewellery, etc. - 1 behaviour point	- Every member of staff	- Confiscate clothing/jewellery, etc for a day - Contact parents - Confiscate clothing for a week – letter to parents
- damage property/possessions - Set off Fire Alarm - Theft - Truancing	- Refer pupil to Head of Phase / Member of Leadership Team - 5 behaviour points	- Every member of staff - Head of Phase - Leadership Team	- Lunchtime detention - PT to contact parents - After school detention - Encil - Restorative methodology - 'Entitlement Model' i.e. Category A/B/C.....
- Smoking	- Refer to the Pastoral Team - Take pupil to hafan - Refer pupil to Head of Phase / Member of Leadership Team - 7 behaviour points	- Every member of staff - Pastoral Team - Head of Phase - Leadership Team	- Lunchtime detention - PT to contact parents - After school detention - Encil - 'Entitlement Model' i.e. Category A/B/C.....
- Fighting	- Refer to the Pastoral Team - Take pupil to hafan / encil - Refer pupil to Head of Phase / Member of Leadership Team - 10 behaviour points	- Every member of staff - Pastoral Team - Head of Phase - Leadership Team	- Lunchtime detention - PT to contact parents - After school detention - Encil - Restorative methodology - 'Entitlement Model' i.e. Category A/B/C.....
- Bullying	- Refer pupil to Head of Phase - 10 behaviour points	- Every member of staff - Head of Phase - Leadership Team	- Head of Phase to implement Bullying Policy - Restorative methodology - 'Entitlement Model' i.e. Category A/B/C - Staff dealing with the incident(s) must complete a bullying form and file it in the Bullying File (held in the Hafan)
- Racist Behaviour	- Refer pupil to Head of Phase / Member of Leadership Team - 10 behaviour points	- Every member of staff - Head of Phase - Leadership Team	- Head of Phase to implement Bullying Policy - PT to contact parents - After school detention - Encil - Restorative methodology - 'Entitlement Model' i.e. Category A/B/C - Staff dealing with the incident(s) must complete a bullying/racism form and file it in the Bullying File (held in the Hafan)

Approved and adopted: October 2016
Review date: October 2017

SIGNATURES

Headteacher **Date:**

Governor with Responsibility **Date:**