Behaviour for learning policy

Ysgol Gyfun Gymraeg Glantaf

Background

All members of the school family have the right to work, learn and teach in a suitable atmosphere that ensures their well-being and success. A high standard of behaviour, together with courtesy and respect is expected of all. These lead to an environment where very effective learning and teaching takes place.

We do not accept that any individual or group has the right to disrupt the education of other pupils or endanger the safety of any pupil, teacher or other adult working at the school.

Objectives

- Provide a safe learning environment, where all pupils are able to develop to their full potential
- Foster self-discipline in all pupils and the sense of responsibility.
- Promote the emotional well-being of all pupils.
- Develop a moral code where all pupils know the difference between good and poor behaviour.
- Provide a clear and defined code of rewards and sanctions.
- Make all pupils aware of the consequences of their behaviour.
- Ensure that the school is aware that it is the poor behaviour that is unacceptable, and not the pupil.
- Promote and maintain a high standard of behaviour by all pupils.
- Promote self-discipline, respect for others and consideration of others, without regard to sexuality, race, identity, disability or any other protected characteristics, in a sympathetic way and within a safe and well-managed community.
- To emphasise our expectations of all members of the school community, our principles of promoting Welsh identity (Cymreictod), courtesy and respect, as reflected in the school vision.
- To apply this policy fairly and consistently.

In support of these objectives

This policy is based on consultation with staff and pupils, and this promotes understanding and acceptance by the whole school community.

- The school policy is positive in terms of perspective. The school's basic expectations and behaviour management actions have been agreed.
- There is a clear focus on trying to avoid unsuitable behaviour and on restoring patterns of unacceptable behaviour.
- The policy includes a combination of sanction and behavioural recovery actions, but consistent use of praise and reward are needed to support and promote good behaviour.
- Effective communication between relevant staff, home and with external agencies must be ensured for everyone to work together.

Praise and Reward

We believe that one of the most important factors in building a safe, supportive and meaningful environment for pupils is to ensure that each person is nurtured in an environment of respect and in an atmosphere where they feel valued. A core element of building a pupil's self-esteem is the sense of acceptance, of belonging and of contributing constructively to the school community. By promoting a positive strategy of praise and reward, we aim to ensure that all pupils are encouraged and supported to develop positively within a supportive community that promotes good behaviour and contribution.

Teachers and school staff are encouraged to record good effort, response and contribution through the Classcharts app recording pupil activity under the following categories:

Kindness; Cymreictod; Good progress; Perseverance; Good classwork; Good vocal work; Good read; Good writing; Homework; Good response to a target; Great test result; Going the extra mile; Good effort

Following the achievement of certain targets, Classcharts will award prizes / certificates for good behaviour ensuring that pupils who strive and act cooperatively and kindly receive appropriate recognition and encouragement. Progress and Wellbeing leads will also organise special assemblies to promote praise and reward among their year group every term.

Following completion of work of exceptional quality or excellent effort, departments will reward through commendation from the Departmental Lead and occasionally by directing the work / pupil for credit from the Head. The good news about work and effort in these categories should always be shared with the home.

Behaviour Expectations

The school's expectations regarding behaviour are clear within the schol vision. All members of the school community are expected to demonstrate and promote these through their behaviour and actions. The following list are examples only:

We show our Cymreictod by:
- speaking the language consistently in school and during extra-curricular activities.
- contribute to cultural and competitive activities, for example the Urdd's activities.
- encourage and support others to demonstrate their Cymreictod.

We show courtesy and respect for each other by:
- not disrupting the work of others.
- listen carefully and respond politely to others.
- showing empathy towards others and appreciating the differences that exist among us.

- work collaboratively, through responding to targets and contributing positively to activities in lessons and in leisure periods.
- keeping our hands and feet to ourselves and respecting a correct social space betwen ourselves.

We show courtesy and respect for our teachers by:
- being prompt to all lessons.
- sit in the area expected by the teacher
- keep a contact book on the desk throughout the lesson
- work quietly and follow the teacher's instructions the first time.
- raise a hand before speaking.
- arrive and leave the class in an orderly way.
- keep mobile phones and other electronic gadgets out of sight and turned off.

We show respect for our education by:
- be present and punctual every day, and promptly to all lessons.
- bring all the required equipment to lessons.
- always doing our best.
- working hard to keep to specific deadlines.
- ensure that lost/missed work is completed.
- use school computers for school work purposes only.

We show respect for our school by:
- wearing the correct uniform.
- staying on the school site all day.
- placing rubbish / litter in the bin and keeping the school clean.
- not chewing gum on the school site.
- not using mobile phones during the school day.

Responsibilities

All members of the school are responsible for maintaining high standards of behaviour. Everyone needs to emphasise the expectations and modelling of Cymreictod, courtesy and respect in our relationships with other pupils and staff. Fair and consistent use of the behaviour recovery system by all staff is essential to ensure the highest standards of behaviour.

All staff will:
- be responsible for maintaining high standards of behaviour.
- model and emphasise the school's expectations when working with pupils.
- promote high expectations through recording praise and reward points consistently on Classcharts
- contribute positively to create a safe environment though duty rotas during morning, break and at the end of the school day
- follow this policy when dealing with cases of misconduct.
- record cases of misconduct on the Classcharts system.

All registration tutors will:
- operate as the first point of contact to respond to matters of low level behaviour incidents among their tutor group.
- fortnightly checking pupils' contact books, providing feedback to progress leaders on teachers' and parents' comments.
- monitor reward and sanction points on Classcharts.
- monitor correct school uniform according to uniform guidelines.
- discuss and track the behaviour of individuals identified by the progress leaders.

All subject teachers will:
- be responsible for ensuring good behaviour in their lessons and following this policy when rewarding good behaviour or in responding to cases of misconduct.
- arrange a seating plan (Classcharts) for pupils in all KS3 and KS4 classes taking into account of pupils with additional learning needs and those claiming free school meals when arranging this.
- ensure that all pupils put their contact books on the desk in each lesson.
- record cases of reward / misconduct on the Classcharts system.
- record behaviour actions, lack of work and very good effort or work on Classcharts.
- act on step 2 of the policy to sanction with break / lunch detention.

Department leaders will:
- ensure that there are seating plans for all KS3 and KS4 classes.
- regularly check their department's behaviour records to identify and respond to any patterns of misconduct.
- respond and arrange a detention for the first time pupils reach stage 3 or a *Cymorth* (Support) call.
- carrying out after-school detention on a rota.

- responsible for arranging a departmental detention and communicating with the home the first time a pupil reaches stage 3, immediately after the event. Should a pupil reach stage 3 for the second time in the same subject the head of department will arrange a restorative meeting with the pupil and the teacher.
- track pupils' behaviour records on Classcharts and respond to patterns of behaviour in their subjects identifying classes or lessons where further intervention is needed.

Progress and well-being leaders will:

- regularly emphasise the school's expectations during assemblies and events.
- discuss the previous week's events and attendance with tutors during morning meetings.
- contribute to mentoring individuals who need specific support.
- track pupils' behaviour records on Classcharts and respond to patterns of behaviour across subjects identifying classes or lessons where further intervention is needed.
- keep Classcharts behaviour record open when they are not teaching and respond to incidents if necessary. They keep their radio-contact (where possible) on during these lessons.
- respond to pupils who have been referred by a head of department for a number of steps 3 and other serious incidents (Call Support).
- identify specific actions for pupils who have been involved in (Call Support) more than four times, using external agencies when necessary.
- carrying out after-school detentions on a rota.
- refer pupils to interventions at Ystafell Keri / Hafan when appropriate
- ensure that the Pastoral Team is aware of pupils who cause concern or frequently misbehave.

Leadership Team will:
- regularly emphasise the school's expectations during assemblies and events.
- keep their radio-contact on during the day to be on hand to respond to incidents if necessary.
- contribute to mentoring individuals who need specific support within their link year cohort.
- regularly discuss those pupils who are most vulnerable in terms of wellbeing and behaviour, within their link year.
- support the tracking of pupils' behaviour records on Classcharts within their link year and respond to patterns of behaviour across subjects identifying classes or teachers where further support is needed.

Support (Cymorth) staff will:
- respond to *Cymorth* calls during the lesson.
- check that the teacher has followed the behaviour steps and reasons for the call, should the pupil need to be removed from the lesson.
- remind the teacher to record details of the incident on Classcharts.

- assess the severity of the incident and whether it is appropriate to re-introduce the pupil into the lesson, or be supervised for the remainder of the lesson / period / day before returing to their usual classes.
- assess the severity of the incident in order to consider the most appropriate response / next steps.
- if it is not appropriate for the pupil to return to the lesson / normal timetable, the pupil should be led kindly to Ystafell Keri in order to have a debrief period
- if the incident is a serious incident and which could lead to further sanction (possible suspension), the pupil should NOT return to the next lesson and should be supervised by Leadership / Pastoral / Cymorth staff for the remainder of the schol day. During this period, the incident should be investigated.
- if the subject teacher needs to leave the classroom following the incident for a break, the Support staff should remain with the class and Leadership Team / Reception informed
- communicate with staff at Ystafell Keri / next teacher on Cymorth support in transferring pupil to their care, should it be necessary to do so.
- If a pupil chooses not to attend lessons the Support staff will place a message on Classcharts to inform the home and suggest future actions.

Ystafell Keri staff will:

- Ensure that they have the full information from Cymorth staff when they transfer a pupil to the room
- record the pupil's details on the internal ystafell Keri sheet.
- (following a period of calm) give pupil an incident report form so that they are able to explain from their perspective the incident in full, (pupil may need assistance with this task).
- transfer incident report to the Progress and Wellbeing Lead the same day.
- meet regularly with ALNCo to discuss pupils who are referred to ystafell Keri and others wjho are a cause for concern. Following this meeting the ALNCo may refer the upil to the P&W Lead for further intervention suppport.   Provision for any pupil on a report, individual behaviour plan (IBP) or pastoral support plan (PSP) will be discussed. Where necessary, others (e.g. external agencies) are invited to contribute to discussions.
- Refer pupils to the Hafan / Ystafell Keri, other school inverventions or external agencies where necessary.

Behaviour steps

Pupils start each lesson with a clean slate. Previous behaviour should not affect our expectations in any lesson. We expect behaviour of the highest standard and it is important to give credit to the best behaviour orally, in writing and by recording this on Classcharts. Categories of behaviour which need to be recorded are listed here:

Step (Cam) 1; Step 2; Step 3; Call for Support (Cymorth); Discourteous; Misbehaviour outside of lesson; Use of mobile phone; Lack of Cymreictod; Lack of effort; No chromebook; No Homework; No equipment; Incorrect Uniform; Lateness; No contact book;

Where behaviour does not meet the expected standard, a series of actions (camau) are needed to provide opportunities for pupils to restore / improve their behaviour. The subject teacher has the first responsibility to deal with this, but further misconduct leads to intervention by the head of department, progress leader and leadership team.

Behaviour *camau* / actions are used by the subject teacher for cases where behaviour does not meet the expected standards. The behaviour steps / actions are:
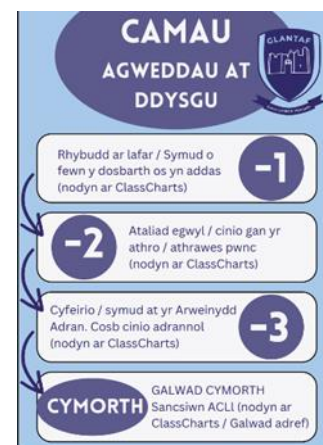

> Step 1: Verbal warning and move within class
> Step 2: Detention by teacher
> Step 3: Refer to Head of Department
> - Call Support / Cymorth

Effective use of these steps / actions will ensure that the roles of the Head of Department, Progress and Wellbeing Lead and leadership team have a greater impact in the cases that need their attention.

The purpose of the behaviour steps / actions is to avoid and improve cases of misconduct. In using the steps / actions pupils must be given the opportunity to improve their behaviour and staff need to avoid the temptation to move quickly through the stages. It is expected that all teachers make use of additional remedial strategies to avoid moving through the stages. Pupils must understand the expectations and actions, and see that these are used fairly in all lessons. Only in cases of serious behaviour should the action be escalated quickly. The Deputy Head will receive information on all incidents where staff escalate through stages to monitor the use of this practice.

If the step / action needs to be used it should be:
- communicated clearly to the pupil, but avoid making this very evident to the class.
- identify the school's expectations and what about the behaviour is unacceptable, indicating to the pupil which stage is involved.
- Record the behaviour stage on Classcharts, with written details for a (Call Support) being sent to the Progress and Wellbeing Lead.
- Recording the behaviour stage on Classcharts – for step 1, 2 or 3 only the step needs to be recorded but for a (Call Support) further details of the event are required.

If Support (Cymorth) needs to be called, the support teacher will ask for details of the events and ensure that the the stages have been followed. The support teacher will decide on the next actions.

Responding to a Support call:

- The first time a pupil is involved in a (Call Support) the Progress and Wellbeing Lead will organise a sanction and communicate through Classcharts.
- If a pupil is involved in a (Call Support) for the second time with the same teacher the head of department / Progress and Wellbeing Leader will arrange a remedial meeting with the pupil and teacher.
- If a pupil is involved in a (Call Support) for a third time (in one or more subjects) the Progress and Wellbeing Leader will take responsibility for the pupil. They can arrange suitable sanctions, including after-school suspensions. P&W Lead will communicate with the home.
- If a pupil is involved in a (Call Support) for a fourth time the Progress and Wellbeing Leader must arrange more significant steps, such as reporting or IBP . Consideration should be given to reference to support within the school or external agencies.

Challenging behaviour that persists:

In cases of unacceptable behaviour that continue the Pastoral Team will consider a specific package for the pupil. This may include a range of activities, for example:

- Intensive intervention to improve behaviour.
- Individual or emotional support to identify and resolve any problems that lead to misconduct.
- Curriculum modifications, including the use of the Hafan / Ystafell Keri or time-out card.
- A daily report with a regular meeting with a mentor.
- Suspensions on any school night, including Friday evenings.
- In serious cases, internal suspension or exclusion from school. Only the headteacher or deputy can make this decision.

If these steps do not resolve the behaviour, IBP or PSP programmes may be used. Parents are an important part of these programmes. These can lead to intensive interventions by school staff or by external agencies. If there is no improvement there will be consideration of alternative provisions.

Serious Behaviour

In cases of serious behaviour the action could be escalated quickly. The most serious cases could be considered temporary suspensions or exclusion or steps 3, 4 or 5 of the County's behaviour graduated response. In the most serious cases the school reserves the right to consider permanent exculsion.