



Policy Behaviour for Learning

Ysgol Gyfun Gymraeg Glantaf

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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 bad.
- 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 bad 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 worrying about identity, disability or any other protected characteristics, in a sympathetic way and in an organised community.
- To emphasise our expectations of all members of the school community, Welshness, Courtesy and Respect.
- 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 were agreed.

- There is a clear focus on trying to avoid unsuitable behaviour and on restoring patterns of unsuitable behaviour.
- The policy includes a combination of penalty and behavioural recovery actions, but adequate use of credit is needed to support and promote good behaviour.
- Effective communication between appropriate staff, with the home and with external agencies must be ensured for everyone to work together.

Behaviour Expectations

The school's expectations are Welshness, Courtesy and Respect. All members of the school community are expected to demonstrate and promote these through their behaviour and practice. The list below is examples only.

We show our Welshness 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 Welshness.

We show Courtesy and Respect for each other by:

- not disrupting the work of others.
- listen carefully and respond politely to others.

We show Courtesy and Respect for our teachers by:

- be 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.
- put a hand up 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 equipment to the lessons.
- always do our best.
- work hard to keep to specific deadlines.
- ensure that lost work is completed.
- use school computers for school work purposes only.

We show Respect for our school by:

- wear the correct uniform.
- stay on the school site all day.
- put rubbish / litter in the bin and keep the school clean.
- not chewing gum on the school site.

Responsibilities

All members of the school are responsible for maintaining high standards of behaviour. Everyone needs to emphasise the expectations and modelling of Welshness, 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 conduct.
- model and emphasise the school's expectations when working with pupils.
- follow this policy when dealing with cases of misconduct.
- be recording cases of misconduct on the SIMS system.

All Registration Tutors will:

- fortnightly checking pupils' contact books, providing feedback to progress leaders on teachers' and parents' comments.
- discuss and track the behaviour of individuals identified by the progress leaders.

All Subject Teachers will:

- responsible for ensuring good behaviour in their lessons and following this policy when responding to cases of misconduct.
- arrange a seating plan 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.
- recording cases of misconduct on the SIMS system.
- record behaviour actions, lack of work and very good work in SIMS.

All Subject Leaders will:

- ensure that there are seating plans for all KS3 and KS4 classes and that contact books are out in each lesson.
- 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 call of support.
- 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 SIMS and respond to patterns of behaviour in their subjects identifying classes or lessons where further intervention is needed.

All Progress and Well-being Leaders will:

- regularly emphasise the school's expectations during other services and events.
- discuss the previous week's events and attendance with tutors during morning meetings.
- contribute to mentoring individuals who need specific attention.
- track pupils' behaviour records on SIMS and respond to patterns of behaviour across subjects identifying classes or lessons where further intervention is needed.
- keep a SIMS behaviour record open when they are not learning and responding to incidents if necessary. They keep their radio-contact on during these lessons.
- responding 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 arrived (Call Support) more than four times, using external agencies when necessary.
- carrying out after-school detentions on a rota.
- ensure that the Pastoral Team is aware of pupils who cause concern or frequently misbehave.

All Leadership Team will:

- regularly emphasise the school's expectations during other services and events.
- keep a SIMS behaviour record open when they are not learning and responding to incidents if necessary. They keep their radio-contact on during these lessons.
- contribute to mentoring individuals who need specific attention.
- regularly discuss those pupils who are most distressed in terms of wellbeing and behaviour.
- track pupils' behaviour records on SIMS and respond to patterns of behaviour across subjects identifying classes or teachers where further support is needed.

All Support (Cymorth) Staff will:

- responding to 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 SIMS.
- talk to pupils in order to calm them down before arriving in the independent working room, should it be necessary to do so.
- communicate with staff in the independent working room during the pupil's transfer.

Independent Working Room Staff will:

- Ensure that they have the full information from support staff when they transfer a pupil to the room
- record the pupil's details on a sheet, and e-mail the teacher to remind them to record details of the incident on SIMS, providing a copy to the Head of Department and the Progress and Wellbeing Lead.
- provide the pupil with a reflection sheet so that they can describe the event from their perspective and to reflect on their part in the event.
- Transfer the pupil's reflection sheet to the Progress and Wellbeing Leader's reporter that day

Members of the Pastoral Team will:

- meet at least once a fortnight to discuss pupils who have been referred to the independent working room and others causing concern. Provision for any pupil on a report, individual behaviour plan (IBP) or pastoral support plan (PSP) will be discussed by (Leadership Team members that are line manager of the Progress and Wellbeing Leaders, deputy head and Head of Inclusion Department). Progress and Wellbeing Leaders are invited to contribute to discussions about pupils for whom they are responsible. Where necessary, others (e.g. external agencies) are invited to contribute to discussions.
- referring pupils to the Hafan / T4, internal additional provisions or external agencies if 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 SIMS.

Where behaviour does not meet the expected standard, a series of steps are needed to provide opportunities for pupils to restore 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 steps / actions is 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

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 restore cases of misconduct. In using the steps / actions pupils must be given the opportunity to improve their behaviour and 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 jumped through. The Deputy Head will receive information on all incidents where staff jump through stages to monitor the use of this practice.

If the step / action needs to be used it should be:

- Communicate clearly with the pupil, but avoid making this very evident to the class.
- Identify the school's expectations and what about the behaviour is unacceptable, indicating what stage the pupil is at.
- Record the behaviour stage on SIMS, with written details for a (Call Support) being sent to the Progress and Wellbeing Lead.
- Recording the behaviour stage on SIMS – for stages 1, 2 or 3 only the stage needs to be recorded but for a (Call Support) further details of the event are required.

If Support needs to be called, the support teacher will ask for details of the events and ensure that the action has been followed. The support teacher will decide on the next steps.

- In the majority of cases an arriving pupil (Call Support) will go to the Independent Working Room. They will have the opportunity to reflect on their behaviour and how they can avoid the situation in the future. The reflection sheet completed by the pupil will be passed to the Progress and Well-being Leader.
- In some cases the support teacher will stay in the lesson. This will happen more frequently for KS4 lessons when assessments need to be completed.
- In other cases pupils may stay with the support teacher to discuss their behaviour or continue with their work.

In the Independent Working Room:

- The teacher in the room will record the case on a sheet, including pupil details and details of the lesson and teacher.
- The teacher will ensure that a (Call Support) is recorded in SIMS for the pupil, and e-mail the teacher to remind them to record the detailed details on SIMS with a copy to the Head of Department and the Progress and Wellbeing Leader.
- Pupils complete a reflection sheet on their behaviour, with the teacher in the room discussing and assisting where necessary.
- The reflection sheet will be passed to the Progress and Wellbeing Lead.

After a pupil has been sent to the Independent Working Room:

- The first time a pupil arrives (Call Support) the head of department will be responsible for arranging a departmental penalty and a Progress and Wellbeing Lead will communicate with the home.
- If a pupil arrives (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 arrives (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 penalties, including after-school suspensions.
- If a pupil arrives (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.

Behaviour that continues:

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 Home Page / T4 or pause card.
- A daily report with a regular meeting with a mentor.
- Suspensions on any school night, including Friday evenings.
- In serious cases, internal expulsions or expulsions from school. Only the headteacher or deputy can make this decision.

If these steps do not resolve the behaviour, IBP or PSP programs will 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 amendment there will be consideration of alternative provisions.

Serious Behaviour

In cases of serious behaviour the action could be jumped through. The most serious cases could be considered temporary expulsions 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 exclusion.