

YSGOL RHIWABON

BEHAVIOUR POLICY

This policy was adopted/updated by the Governing Body on:

Signed: _____ Chair of Governors

Date: _____

The policy will be reviewed: Spring 2015

Introduction

At Ysgol Rhiwabon, our aim is to provide a welcoming, secure and safe environment. We recognise that the management of challenging behaviour is a difficult and sensitive aspect of our work. Providing successful inclusive education increases the need to support all staff in preserving good order and discipline within an environment conducive to meeting the needs of all our students.

This policy takes due regard of the Welsh Government Circular 041/2010 – “safe and effective intervention – use of reasonable force.” At Ysgol Rhiwabon we follow the principles and recommendations set out in this guidance. Our aim is to create an environment in which the use of force in relation to a pupil is unlikely and situations are diffused before it becomes necessary.

The policy should be read in conjunction with the following documents:

School Aims
Substance Misuse Policy
Attendance Policy
Anti-bullying Policy
Health & Safety Policy
Restraint Policy
General Appearance and Mobile Phone Guidelines (appended for information)

Aims

This policy gives a broad outline of the management of behaviour in Ysgol Rhiwabon. Good behaviour is essential to the learning process and helps students become responsible citizens.

Policy Elements

Rewards

Procedures for dealing with unacceptable behaviour
Sanctions and their appropriate use
Referrals
Role of the Governing Body

Procedures

Rewards

The following provides guidance on the operation of rewards at Ysgol Rhiwabon.

The aim of a rewards policy is that students' achievements should be recognised, supported and rewarded as part of their personal development.

Classroom/Departmental Level

Praise and encouragement in lessons should be used as much as possible. This can be achieved in a variety of ways and includes:

- verbal praise
- displaying work – in classrooms and corridors
- using Curriculum Leaders or other colleagues as an "audience" for good work
- emphasising good work whenever possible in annual reports
- giving responsibilities to students or classes
- inviting a member of SLT to visit classes
- departments organising their own competitions/prizes
- issuing letters/postcards of praise. This is encouraged across the school

Celebration Assemblies and Annual Awards Evening

Two assemblies are held each year: at the end of the Autumn and Summer terms. During the assemblies achievement of students in any sphere is celebrated. There is a focus on achievement in each department, the community and attendance. Organisations from outside school are invited to participate.

There are prize draws to allocate prizes to students who have accumulated points over the year. Points are awarded for attendance and behaviour.

The numerous prizes presented at Awards Evening also celebrate our students' achievement in all aspects of school life.

Procedures for Dealing with Unacceptable Behaviour

<u>PROBLEM</u>	<u>ACTION</u>
<p><u>GROUP A</u> <u>Minor Isolated Problems</u> Minor classroom difficulties, chattering, inattentiveness etc. Occasional failure to produce homework without adequate reason. Careless, slovenly work. Occasional failure to produce equipment. Use of mobile phone/i-pod in lesson. Refusal to follow classroom expectations. Unexplained absence from a lesson – contact Denise Hellen.</p>	<p><u>Stage 1:</u> Class teacher's own sanctions eg. imposition of extra purposeful work during break, lunch hour or at home. This assumes that the pupil does not respond to gentle persuasion, exhortations or firm reminders at the outset. (Note that whole-class sanctions are rarely effective other than to practise being orderly). A pupil may be sent out of the room for a cooling-off period of a maximum of 2 minutes (only one pupil at a time).</p>
<p><u>PROBLEM</u> <u>GROUP B</u> <u>Long Term Persistent Problem (½ term)</u> Continued failure to produce homework. Continued careless or slovenly work. Noticeable underachievement. Lack of progress of the whole class. Persistent nuisance factors, short of disruption. Persistent failure to follow classroom expectations.</p>	<p><u>Stage 2:</u> The matter should, at a fairly early stage before things get out of hand, be referred to the Curriculum Leader whose job it is to be aware of the situation and offer advice and support and, if necessary, intervention. If the use of these two stages leads to no improvement, the problem will in all likelihood then become a Group B situation.</p>
<p><u>PROBLEM</u> <u>GROUP B</u> <u>Long Term Persistent Problem (½ term)</u> Continued failure to produce homework. Continued careless or slovenly work. Noticeable underachievement. Lack of progress of the whole class. Persistent nuisance factors, short of disruption. Persistent failure to follow classroom expectations.</p>	<p><u>Stage 1:</u> Further discussion with Curriculum Leader; this could lead to extra monitoring, transfer of group or other departmental strategy such as letter of concern, report, lunchtime/after-school detention, isolation. All correspondence/referrals/ reports to be copied to Lead Learner. Departmental line manager involvement.</p> <p><u>Stage 2:</u> If the previous stage is unproductive, or it is more of a behavioural problem than an academic one, it must be reported to the Lead Learner. He/she will assess the problem and may decide to put the pupil on report, contact parents, lunchtime/after-school detention, isolation.</p> <p><u>Stage 3:</u> The Lead Learner may elect to refer the matter to line manager; further punishment may be considered, extra involvement of parents, IBP, PSP, use of other agencies, BSR.</p>
<p><u>PROBLEM</u> <u>GROUP C</u> <u>Urgent and Major Problems</u> Serious indiscipline on the part of one or more pupils:</p> <ul style="list-style-type: none"> a) wilful, insolent or rude behaviour, foul language towards a member of staff b) damage to furniture, equipment or fittings which causes a serious Health & Safety risk c) any form of assault d) any illegal offence ie. drugs/knives 	<p><u>ACTION</u> Request on-call via the office. Please, do not leave your class unattended. If the request is approved, on-call will be deployed. Do not send pupils to a Lead Learner who is likely to be teaching.</p>

A Note on Detention and Internal Exclusion

In terms of seriousness the sequence is:

- a) Lunchtime detention.
- b) After school detention.
- c) Internal exclusion.

Sanctions and their Appropriate Use

It is important that sanctions are used fairly. A crucial dimension of fairness is consistency. It is, however, difficult to be absolute about punishments. Where more serious breaches of the school's code of conduct are involved, such as those on page 4 in group C, Lead Learners will normally decide on appropriate action following consultation with a senior member of staff.

The governors are strongly supportive of firm action against bullying, where disruptive or aggressive behaviour disturbs the work of others, or where offensive language is used, or where there is persistent open defiance of school rules. It is the clear expectation of the governing body that actions of students which prevent effective learning from taking place will be punished. In the first instance actions are likely to lead to internal exclusion and contact with parents. If such behaviour is repeated, it is likely to lead to a fixed term exclusion. Persistent behaviour of this nature will lead to permanent exclusion. The carrying of an offensive weapon including knives of any description will not be tolerated by the school. An offensive weapon is defined as any item used to intimidate or to cause injury. Possession or misuse of drugs and similar substances in or around school is likely to result in fixed term exclusion. Such students will also be referred to outside support agencies. Students who supply, deal or sell drugs or similar substances in school will be excluded permanently. Police will be contacted as appropriate.

Invariably when students' behaviour falls below the school's expectations, pastoral staff provide guidance in order to promote improvement. If appropriate, external support services may be called upon to provide counselling and specialist advice. The school makes every effort to enable all pupils to succeed. However, the governing body's priority is to ensure, by supporting the effective use of the range of rewards and sanctions available to school, that successful teaching and learning is promoted and safeguarded at all times.

Parents will be required to pay for breakages which result from their children's behaviour.

School Transport

Students who misbehave on school transport may be disciplined in school and the bus company, in consultation with the school, may withdraw transport for a fixed period.

Support

'Succeed' is a facility in school where students can take part in programmes aimed at improving behaviour and addressing issues which are barriers to good behaviour.

Lead Learners and Assistant Headteachers will request time in Succeed for students who require this facility.

Monitoring and Evaluation

Lead Learners review behaviour with Senior Managers during line management meetings.

It is the governing body's role to monitor the behaviour in the school. The Headteacher reports all exclusions in the termly report to governors. In addition, it is the role of the Students' Committee of the governing body to consider the school's behaviour policy, and make recommendations if it wishes to do so. It also receives details of all exclusions from time to time, and at least annually, for review. The Students' Committee hears appeals against exclusion.

Appendix 1

These guidelines are sent to parents annually and form part of the student planners.

General Appearance

Like any reasonable organisation we allow no extremes of appearance at Ysgol Rhiwabon. Jewellery is limited to a watch, **one** plain ring and **one** pair of plain gold or silver studs in pierced ears. **No other facial piercings are allowed.** Similarly, we do not permit extreme hairstyles. Whilst I am aware that fashions change, and that yesterday's extreme is tomorrow's normal hairstyle, it should be noted that unnatural colours, 'tram lines' cut into hair, and similar marks or cuts made with hair trimmers, shaved heads or long Mohicans and stripes or bands of colour are considered an extreme of hairstyle unsuitable for school. Excessive make-up (including coloured nail varnish) is also considered unsuitable for school.

Uniform and general appearance will be monitored by staff and in the case of any potential conflict the school Leadership team will be the final arbiter.

Personal belongings

Mobile phones – whilst we accept that students will want to have a phone for potential emergencies on the way to and from school, they are to be out of sight, switched off and kept in a bag. If the school policy is not followed, students' phones will be confiscated for the day. We ask that parents refrain from texting or calling their child during the school day. Urgent messages can be taken by the school office and be dealt with immediately.

All other electrical equipment should be left at home to avoid loss or unnecessary disruption to lessons. This includes earphones which are often attached to mobile phones thus preventing students from hearing instructions which may be vital to their safety.

Students who contravene the uniform and appearance, mobile phone and electrical equipment policies will be asked to take items to the office for safekeeping. At the end of the day students can reclaim their property.

On the rare occasion when students continue to contravene the policies, parents will be contacted and asked to collect the items from school.

In addition to the above guidance, serious misuse of mobile phones/electronic equipment may lead to other school sanctions including exclusion from school and/or police involvement.