

YSGOL RHIWABON

~ SINCE 1575 ~



BEHAVIOUR POLICY

This policy was adopted by the Governing Body on:

A handwritten signature in black ink, appearing to read 'K. L. Jones', is written over a faint circular stamp.

Signed:

Chair of Governors

Date: **25/03/2021**

This policy will be reviewed: **3 yearly – Spring 2024**

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.

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. This policy specifically aims to;

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Legislation and Statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Supporting pupils with medical conditions at school

Policy Elements

- Definitions
- Bullying
- Roles and responsibilities
- Ysgol Rhiwabon 5 Golden Rules
- Rewards and sanctions
- Behaviour management
- Pupil transition
- Staff Training

- Monitoring arrangements
- Links with other policies
- Appendix 1: Written Statement of Behaviour Principles
- Appendix 2: Guidelines sent to parents and included in Student Planners
- Appendix 3: Form Tutor/Lead Learner/IBP/PSP Letters
- Appendix 4: Detention letter templates

Definitions

The following definitions provide guidelines as to the types of behaviour that may be presented. They also categorise behaviour into two main areas of misbehaviour and serious misbehaviour.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying towards staff or students
- Any act of violence towards staff or students
- Threatening or intimidating behaviour towards staff or students
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- Use or sight of mobile phones on site

Students who supply, deal or sell drugs or similar substances in school will be excluded permanently. Police will be contacted as appropriate regarding any serious misbehaviours.

Bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.

Bullying is expressed through a range of hurtful behaviours: it can happen face-to-face or in the digital environment. It can be carried out by an individual or group but is generally executed in front of an audience to assert power or popularity. It may involve an element of secrecy so that adults are not aware of it.

Bullying is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it.

Bullying happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident

Bullying involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves.

Details of our school's approach to preventing and addressing bullying are set out in our separate anti-bullying policy.

Roles and Responsibilities

The Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents using the schools electronic tracking system (SIMS)

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the students 5 Golden Rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Student Code of Conduct (5 Golden Rules)

Ysgol Rhiwabon have developed the '5 Golden Rules' through its work with staff and students. It is expected that;

1. We will all treat each other with respect
2. We will all work hard to get the very best from each other
3. We will allow teachers to teach and students to learn without interruption
4. We will be safe in each other's company and not fight or bully each other
5. We will care for and take pride in our school and local community

Rewards and Sanctions

The following provides guidance on the operation of rewards and sanctions 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.

The school has developed its own behaviour monitoring and tracking system which acknowledges those who present good levels of behaviour as well as monitoring those students who require further support or intervention to behaviour better.

Positive behaviour will be rewarded with:

- Praise
- Achievement points
- Feel Good Friday Post Cards
- Letters or phone calls home to parents
- Bronze, Silver, Gold and Platinum certificates and linked rewards

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Behaviour Points
- A verbal warning using the schools three card system in lessons
- Sending the pupil out of the class (2 mins and return)
- Relocation from the lesson (Red card issued)
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Meeting with parents
- Form Tutor and Lead Learner Reports
- IBP and PSP support plans

See appendix 3 for sample letters to parents about their child's behaviour and plans to support this.

See appendix 4 for sample detention letters to parents.

We may use isolation or our Internal Exclusion Room (IER) in response to serious or persistent breaches of this policy. Students may be removed during lessons if they are disruptive, and they will be expected to complete the same work as they would in class while supervised.

Pupils who do not attend a given detention may also be sent to be isolated for persistent refusal to attend these.

The IER is managed by Mr P Bingham, Assistant Headteacher.

If such serious behaviour is repeated, it is likely to lead to a fixed term exclusion. Persistent behaviour of this nature will lead to permanent exclusion.

Off Site Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the journey to or from school or if actions during weekends or school holidays bring the school into disrepute.

Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Model Child Protection and Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour Management

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the '5 Golden Rules' in their classroom
- Develop a positive relationship with pupils, which may include:
 - Greeting students at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally

- Highlighting and promoting good behaviour
- Concluding the lesson positively and starting the next lesson afresh
- Having a plan for dealing with low-level disruption (Behaviour Card System)
- Using positive reinforcement including praise and achievement points

Physical Restraint

Please see our separate Positive Handling and Physical Intervention Policy.

Confiscation

Any prohibited items (listed definitions, serious misbehaviour) found in students' possession will be confiscated. These items will not be returned to students. The police will be contacted as appropriate.

We will also confiscate any item which is harmful or detrimental to school discipline, including mobile phones. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

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.

The school's ALN co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Student Transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

Staff Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development through the delivery of the Pivotal Curriculum.

Monitoring Arrangements

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.

This behaviour policy will be reviewed by the headteacher and Governing Body every 3 years.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body every 3 years.

Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Anti-bullying policy
- Positive Handling and Physical Intervention Policy

Appendix 1:

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2

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.

Appendix 3:

Examples of IBP/PSP Letters

Ysgol Rhiwabon
Pont Adam
Rhiwabon
Wrexham
LL14 6BT
Ffon: Wrexham (01978) 822392
Ffacs: (01978) 814919
e-bost: mailbox@rhiwabon-high.wrexham.sch.uk
www.ysgolrhiwabon.co.uk



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Pont Adam
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Ffax: (01978) 814919
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www.ysgolrhiwabon.co.uk

Ysgol Rhiwabon

Pennaeth - Melanie Ferron-Evans B.A.(Joint Hons) MSc, N.P.Q.H - Headteacher

Date

name & address

Dear

Please find enclosed the Individual Behaviour Plan which has been discussed with _____

I hope you will encourage _____ to reach his/her targets and sign his/her target book each evening.

Yours sincerely

name

Lead Learner for Year ____

Enc

G:\Admin\DOCS\SPECIALN\IBP Review Templates\IBP Letter to parents template.doc

Ysgol Rhiwabon
Pont Adam
Rhiwabon
Wrexham
LL14 6BT
Ffon: Wrexham (01978) 822392
Ffacs: (01978) 814918
e-bost: mailbox@rhiwabon-high.wrexham.sch.uk
www.ysgolrhiwabon.co.uk



Ysgol Rhiwabon
Pont Adam
Riwbôn
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Fax: (01978) 814918
e-mail: mailbox@rhiwabon-high.wrexham.sch.uk
www.ysgolrhiwabon.co.uk

Ysgol Rhiwabon

Pennaeth - Melanie Ferron-Evans B.A.(Joint Hons) MSc. N.P.Q.H - Headteacher

Date: _____

Dear _____

A PSP review meeting has been arranged for _____ at
_____ to discuss _____ progress in school.

I look forward to meeting you then.

Yours sincerely

Lead Learner for Year 10

0:\Admin\DOCS\SPES\CAU\PSP\2018-2019\DC 10 and 9 PSP Review Invitation 8.doc



Appendix 4: Detention Letter Template

Ysgol Rhiwabon
Pont Adam
Rhiwabon
Wrexham
LL14 6BT
Ffon: Wrexham (01978) 822392
Ffacs: (01978) 814918
e-bost: mailbox@rhiwabon-high.wrexham.sch.uk
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www.ysgolrhiwabon.co.uk

Ysgol Rhiwabon

Pennaeth - Melanie Ferron-Evans B.A.(Joint Hons) MSc. N.P.Q.H - Headteacher

Dear Parent/Guardian

Notification of after school detention

I'm sure you will be disappointed to know that _____ has been put into the following detention:

Type: Departmental / Pastoral (please delete as appropriate)

Date: _____

Time: _____

Location: _____

Reason: _____

We are writing to inform you of this detention as we are sure you will want to support the school in insisting on the highest standards of behaviour. Please note we do not need your permission to keep your child in school in an after school detention.

Yours sincerely

C:\Admin\Docs\Documents\2019-2016\Notification of after school detention Sep 15.mh

"The school creates a supportive atmosphere and offers learning experiences where each pupil is respected as an individual, regardless of gender, race or disability"
Estyn Report May 2009

