

Ysgol Y Bont Faen

Cowbridge Comprehensive School



BEHAVIOUR & DISCIPLINE POLICY

Last Reviewed: Spring 2018

Adopted by: MGB 05.07.18

Reviewed by Mr J Ling, Assistant Headteacher

Review every 2 years or subject to new statutory guidelines or changes in legislation

Next Review: Spring 2020

Date of any amendments made to policy & brief points:

Date	Section
14/05/18	Attitude to Learning replaces effort as a tracking measure, SIMS streamlining, report cards, positive behaviour posters (classrooms and outside spaces), delineation of discipline interventions via departments and achievement, jewellery amendment

The following national and local guidance has been used in the compilation of this policy:

- NAFWC 23/2003 Respecting Others;
- NAFWC 47/2006 Inclusion and Pupil Support Guidance;
- NAFWC 071/2009 Behaviour in Schools – Safe and Effective Intervention;
- NAFWC 041/2010 Safe and Effective Intervention – Use of Reasonable Force and Searching for Weapons;
- Vale of Glamorgan Council (Sept 2012) Policy and Guidance on Anti-bullying in Schools

The policy also reflects the School's *Anti-Bullying Policy*, *Race Equality Policy* and *Equal Opportunities Policy*.

VALUES AND PRINCIPLES

This policy is designed to help in securing the School's aims and vision for all pupils. By cooperating and trusting each other we aim to ensure that each pupil reaches the peak of their ability and talents.

- We shall do so by offering opportunity, support, and guidance within a positive, open minded, safe and civilized school community;
- Positive behaviour and attendance are essential foundations for a creative and effective learning environment in which all members of the school community can thrive and feel respected, safe and secure;
- This policy is designed to consistently secure an acceptable standard of behaviour and to promote self-discipline, proper regard for authority and respect for others. In particular, these measures should aim to prevent all forms of bullying, including racial harassment. The School's *Anti-Bullying Policy* should be read in conjunction with this document;
- It is expected that promoting positive behaviour is the responsibility of the whole school community.

CODE OF CONDUCT FOR PUPILS

This code should apply throughout the School day, whenever pupils are on school premises, whenever pupils are engaged in school activities off site and when pupils are travelling to and from school.

It provides the basic expectations for positive behaviour in corridors, at lunchtimes, break times as well as in classrooms and anywhere on school premises.

- All pupils have the right to expect a high quality education and to feel safe;
- No pupil has the right to disrupt lessons so that teaching and learning are interrupted for other members of the class;
- No pupil has the right to behave in ways that could endanger the safety and welfare of others.

Keep equipment organised in a school bag and use a school locker to store items safely.

Plus

- Smoking and vaping is strictly forbidden in school and whilst travelling to and from school or at any time whilst wearing the uniform;
- Pupils are not allowed to chew gum;
- Pupils should not bring any items/materials or illegal substances to school that endanger their own safety or the well-being of other members of the school community;
- Pupils should not bring valuables/mp3 players/digital cameras etc. to school;
- Mobile phones should be switched off and kept out of sight during the school day.

Pupils are permitted to wear 1 small pair of earrings in the earlobe. (Proposal to Governors summer 2018).

SUCCESS AND ACHIEVEMENT

At Cowbridge Comprehensive School we believe in working hard for success and achievement.

WORK CODE

Pupils must:

- Always work to the best of their ability;
- Strive to meet all homework and classwork deadlines.

In class we expect pupils to:

- Arrive on time, properly prepared for learning;
- Follow teacher directions immediately and work to the best of their ability;
- Refrain from making unkind and inappropriate comments;
- Listen to the person who is meant to be talking ;
- Respect all ethnicities, genders, religions and sexuality;
- Take care of all materials, equipment and the learning environment.

In simple terms this will be known as;

Punctual, Prepared, Focused, Engaged, Respectful.

DATA CAPTURE

ATTITUDE TO LEARNING

Three times a year, attitude to learning and achievement is formally recorded in Years 7-11. In Years 12-13, this system applies but with different emphasis. Attitude to learning is rewarded through the presentation of vouchers and confectionary and culminates in celebratory events such as Key Stage Tea Parties and award ceremonies. This will be a curriculum and departmental judgement of attitude to learning (formerly effort) and will enable us to separate reward from academic progress or achievement.

All successful pupils will receive Achievement Team and Senior Leader Team recognition in the form of vouchers, certificates and phone calls.

ATTENDANCE

In our drive to maintain current levels of attendance (96+ %) we will reward all students with 100% attendance on a termly basis. Each term will stand alone so each pupil has a 'fresh start' and a new opportunity to achieve at the start of a term.

Termly reward for 100% attendance – Achievement Team attendance cards and seasonal chocolate treats.

BEHAVIOUR

At Cowbridge Comprehensive School we believe pupils should be rewarded for consistently good behaviour. Each term, those students with no more than 1 behaviour point will be rewarded. As with attendance, each term will be a 'fresh start'.

All successful pupils will receive Achievement Team Recognition and a seasonal chocolate treat.

AWARD CEREMONIES

We are very keen to promote an acceptance of positive achievement and to share, on the widest of scales, the good work and efforts of our students. Towards the end of each academic year, every department is requested to nominate two pupils in each year group. One award will be for achievement in a subject, the other will be nominated for a sustained positive attitude to learning in a subject or significantly improved attitude to learning. **Each form tutor at Key Stage 3 is also asked to nominate 2 best citizens, 1 boy and 1 girl.** There is an extended assembly for each year group. **All successful pupils will receive a certificate.**

ACHIEVEMENT (DEPARTMENTAL)

Rewards for outstanding work are organised by individual departments and are based on departmental criteria.

WHAT HAPPENS IF A STUDENT BREAKS THE BEHAVIOUR CODE?

INTERVENTIONS

Interventions are twin purposed; designed to promote positive behaviour but also consequences for students who break the code of conduct. They are only effective when consistently deployed by all staff. Consistency is essential and reprimands should be used effectively and appropriately.

GENERAL GUIDELINES

Members of staff should:

- Refer pupils to school rules;
- Make it clear that they are criticising the behaviour and not the person;
- Avoid early escalation to more severe consequences;
- Avoid whole group sanctions that punish the innocent as well as the guilty;
- Take account of individual circumstances and needs.

At all intervention points, notes to record incidents can be made on the SIMS register using the 'comments' facility. Staff need to be reminded to only use professional language and to only specify the name of the individual pupil in question. If more than one pupil is involved in an incident it is advisable to add each pupil separately. In providing context regarding an incident it may be that pupil initials or pupil x, y, z is used.

SIMS USE

CODE	PROPOSED SIMS INTERVENTIONS	RESPONSIBILITY
0	Referral to CL/LOA/SLOA (for class teacher use)	Communication of info only
0	Attendance concern	Achievement Team
0	Lateness	Achievement Team
0	Uniform (first warning)	Achievement Team
0	PE note	Department - AT at agreed point of 3 occasions, AT sanction, e.g. detention, phone call home.
0	Unequipped (pen, pencil etc.)	Department - AT at agreed point of 3 occasions, see above.
0	Homework not completed/handed in (first warning)	Department
1	Continued lateness (More than 2 occasions in a week)	Achievement Team
1	Uniform (More than 2 occasions in a week)	Achievement Team
1	Coursework (controlled assessment) deadline missed	Department - AT intervention if required/ requested
1	Homework not completed/handed in (repeated)	Department - AT at agreed point of 3 occasions.
1	PE kit/textbook/vital lesson materials	Departmental
1	Poor attitude to learning	Departmental – AT after 2 occasions
1	Continued lack of focus	Departmental - AT after 2 occasions
1	Inappropriate behaviour/detention issued	Departmental - AT after 2 occasions
2	Very inappropriate behaviour, first incident with in any subject to be dealt with by CL, any additional incidents to be dealt with by AT	CL (incident one) then Achievement Team
2	Two detentions missed	Achievement Team
2	Truancy	Achievement Team
3	Serious incident/extreme behaviour 'on call' system used	Achievement Team/SLT

- Where behaviour in a subject is an issue (in line with SIMS guidelines) it is expected the subject teacher will give a subject detention;
- If there is no improvement the Curriculum Leader will be expected to become involved and give a departmental sanction;
- **At 5+ points across the curriculum, an interview with the Form Tutor will take place (and possibly further sanctions);**
- **At 10 behaviour points, the Leader of Achievement (LoA) will interview the pupil and give a detention. Parents will be informed of the interview via the pupil planner;**
- **Also at 10 behaviour points the LoA will visit lessons to check on pupil behaviour;**
- **At 15 points parents will be invited to an interview and pupil placed on a Behaviour Report. Book scrutiny of identified pupils will be implemented at this stage. Green behaviour/attitude to learning report;**
- **If no improvement at 20+ points there will be a referral to the Senior Leader of Achievement Team for a period of Inclusion;**
- **At 25 points an Individual Behaviour Plan will be created with clear criteria for improvements. Parents will be part of this process;**
- Pupils with high numbers of behaviour points will be subject to senior staff 'on call' rota and book scrutiny. Possible referral to the Educational Psychologist at this stage;
- If points continue to amass, a referral will be made to the Vale Behaviour Team;
- If there is still no discernible improvements Inclusions will be repeated;
- When the Individual Behaviour Report is reviewed, if there is still no tangible evidence of improvement, an alternate appropriate education provision will be investigated;
- **Parents to be sent a text message at 5, 10, 15, 20... behaviour points.**

REPORTING SYSTEM (SPRING 2018)

- There will now only be two main types of report card; Attitude to learning, and Behaviour, issued by the Achievement Teams;
- The reports will be colour coded **Green (pupils report to AA or LOA)**, **Amber (pupils report to SLOA)** and **Red (pupils report to SLT)**, White (pupils report to Mrs Thomas);
- The cards are scored 1-5 as per data capture. 1 being excellent, 2 very good etc.;
- There will be a two week period for each colour;
- If a pupil improves over the 2 weeks, then they come off the card (scoring points 1-3);
- If a pupil has a number of 4s or a 5 over the two week period they will elevate to the next level/colour (subject to change);
- If elevated to Amber the punishment is break time detention for two weeks with a senior member of staff;
- If elevated to Red the punishment is Lunch Time detention for two weeks;
- If elevated to White the punishment is at the Head's discretion.

INTERVENTIONS

INTERVENTION 1

Initially poor or inappropriate behaviour/poor work should be identified and dealt with by the **class teacher** e.g. unequipped pupils, work completion issues, non - completion of homework, minor low level disruption.

Stage 1 behaviours should **not** be recorded as "unresolved" on SIMS. When a class teacher reprimands a pupil and the pupil responds positively the issue has been resolved and should be recorded as such on SIMS. Point allocation on SIMS would be 1 for poor attitude to learning or inappropriate behaviour

Appropriate comments should be written in the Student Planner and recorded on SIMS. Parents/form tutors should be aware of this problem. Suitable action should then be initiated to address the problem. Classroom sanctions are best arranged as a hierarchy (**see posters in classrooms**);

- verbal warning;
- being moved;
- losing some of their time e.g. break or part of, can include lunchtime (detention);
- exit from classroom – short "cooling off" period outside classroom;
- exit from classroom to colleague. Pupils must not simply be sent to "find" a certain member of staff.

INTERVENTION 2

If unacceptable behaviour continues, the Curriculum (Subject) Leader must be informed via SIMS. CLs will receive a fortnightly report listing any unresolved incidents that occur within the department so as to ensure monitoring of standards of behaviour and well-being. CL need to allocate a period of time each fortnight to ensure the above. The CL may decide on an appropriate course of action e.g.

- Interview between CL and pupil;
- Pupil placed with another member of the department or CL for lesson. 'On Call' system to be used for serious breaches of behaviour policy;
- Pupil placed in departmental lunchtime detention (this should be viewed as more serious than the sanctions employed by the classroom teacher);
- Phone call home (record on SIMS);
- Departmental report monitored by CL ;
- Any action taken by the CL should be recorded via behaviour management on SIMS. Point allocation on SIMS to be 1 for poor A2L or inappropriate behaviour.

INTERVENTION 3

If problems are unresolved, persist or are of a more serious nature a referral is made to the relevant Leader of Achievement (LoA) in the first instance.

- Pupils may be placed in an after school detention – from September 2018 this will be weekly or complete lunchtime detention. Parents are informed;
- After referral, pupils may be placed on the current reporting system;
- At this point pupils can also be placed on the 'on call' (see below) list to monitor behaviour and attitude to learning;
- Point allocation on SIMS - 2 for very inappropriate behaviour or for prolonged persistence.

INTERVENTION 4

The Senior Leader of Achievement will become involved at this stage. The Senior Leader of Achievement will become involved at this stage and can authorise the following sanction;

- SLoA detention;
- After school detention (senior staff, Thursdays);
- Continued use of report cards – ORANGE;
- Individual Behaviour Plan (IBP);
- Parental meeting.

INTERVENTION 5

Inclusion - This will be managed by members of the Achievement Team. An inclusion room is planned for the LRC.

Pupils will be kept away from their peers and will be given academic work or other constructive activities to complete. Only members of the SLT have the authority to "include" a pupil. If a pupil is removed from a class with a view to being placed in inclusion this can be as a result of use of the 'on call' system.

INTERVENTION 6

Fixed term exclusion. Depending upon the nature of the incident, some stages may be accelerated. For more serious incidents, including those which have the potential to endanger the health and safety of a member of the school community, colleagues can make use of the 'on call' system to gain assistance

ON CALL

1. Please note there is a rota with individual staff named to be on call at particular times.
2. Any member of SLT may answer a call for assistance if they are free.
3. Any neighbouring teacher or, for example a CL, can be called on for help if needed.

ON CALL SYSTEM 2017/18

Otherwise assistance can be called by:

- Phoning reception (100) – a member of SLT will be contacted to provide assistance or contacting a member of the Achievement Team on the radio;
- Phoning Fiona Gandy (195) – as above or the relevant Achievement Team;
- Sending a reliable pupil to reception to request assistance – as above.

EXCLUSION

Exclusion can take place:

- In response to serious breaches of the school's behaviour policy;
- Once a range of alternative strategies have been tried and have failed;
- If allowing the pupil to remain on site would seriously harm the education or welfare of the pupil or of others in the school;
- Only the Headteacher has the power to exclude;
- All exclusions must follow WG guidelines and require formal documentation;
- We are not allowed to exclude for poor attendance or truancy; the failure of parents to co-operate; minor behaviour code infringements;
- WG guidance discourages exclusions of more than a day or two. Exclusions should always be seen as the sanction of last resort.

SUPPORT SYSTEMS FOR STAFF

It is important that all staff feel that they can ask for support if faced with difficulties with a class or individual pupil. Promoting and achieving positive behaviour is a collective responsibility. In the first instance this can be from departmental colleagues. However other colleagues including the relevant Achievement Teams will provide advice and support. Good quality training will be made available on behaviour management. Sharing good practice sessions can focus on this issue.

EVALUATION AND REVIEW

The policy will next be reviewed on a bi-annual basis in winter 2020. This process will involve pupils, members of staff and governors.

APPENDIX 1 ADDITIONAL GUIDANCE

CONSISTENCY

All staff must adopt a consistent line – we need to instil good habits and behaviours. We must respect all pupils' rights, but their right to an education means a safe and controlled classroom environment. Teachers also have a right to expect that pupils and parents will engage respectfully with school staff and positively with the learning process.

We must have shared basic rules that apply to ALL classroom circumstances.

STAFF MUST

- apply sanctions consistently, effectively and immediately.

PUPILS MUST

- must be polite;
- be respectful at all times;
- arrive on time;
- line up outside classroom;
- be prepared and equipped for learning;
- be in appropriate uniform;
- stand at beginning of lesson;
- follow directions immediately;
- have their planners;
- listen to the person who is meant to be talking;
- put hands up when asking a question;
- must not talk over the teacher;
- must not eat/chew in class;
- must remain focused;
- meet all deadlines;
- not use mobile phones, iPods etc. without permission;
- stand behind desks at the end of the lesson
- be dismissed in orderly fashion row by row/table by table
- treat the learning environment with respect.

BEGINNING/END OF LESSON/ FORM PERIOD PROTOCOL

- Staff need to be at door ready to meet pupils and monitor corridor;
- Check uniform;
- Pupils must stand behind desks;
- Pupils must pack away quietly at end of lesson;
- Pupils stand behind desks;
- Pupils and staff check that learning environment is tidy and litter-free;
- Dismiss in orderly fashion row by row/ table by table.

FORM PERIOD EXPECTATIONS/ DUTIES

- Insist on high standards of classroom behaviour. Pupils on chairs sitting behind desks, coats off etc.;
- Take an accurate register;
- First point of contact between pupils and parents;
- Monitor attendance/punctuality;
- Monitor academic progress;
- Monitor uniform and deal with any issues appropriately;
- Monitor Planners;
- Deliver form time programme and DACW;
- Assembly duties;
- Daily equipment check.

Teacher expectations must be made explicit and staff must adhere to the behaviour code to ensure consistency.

BASIC RULES PUBLISHED IN CLASSROOMS *In class we expect you to:*

- Arrive on time, properly prepared for learning **Punctual**
- Follow teacher directions immediately **Prepared**
- Keep hands, feet and unkind remarks to yourself **Focused**
- Listen to the person who is meant to be talking **Engaged**
- Take care of all materials, equipment and the learning environment. **Respectful**

There are 5 consequences of poor behaviour in class. These are:

1. A verbal warning;
2. Being moved;
3. Being removed from the classroom;
4. Losing some of your time e.g. break/lunch detention;
5. After school detention.

If a pupil receives any of the first three sanctions this can result in either (or both) of sanctions 4 and 5 being used. Staff also have the option of documenting on SIMS and the relevant systems (academic or achievement) can be activated.

AFTER SCHOOL DETENTION

WHEN?

Every Thursday after school from 3.00 to 4.00pm

WHERE?

- Separate Key Stage 3 and Key Stage 4 sessions
- **Staffing:** SLT/SLOAs/LOAs – always at least 2 staff
- DHT/AHT in overall charge
- All after school detentions to be centrally recorded on SIMS.

Detention is designed to be a pre-inclusion/exclusion measure and is therefore an appropriate sanction for a single serious incident or repeated misdemeanours where previous punishments have failed. SLT can refer pupils for after school detention after having first satisfied themselves that CLs have applied their own sanctions relating to behaviour issues.

- All referral and discipline processes must be followed as per Behaviour Policy
- Referrals can be made by CLs / LOAs with final decision made by SLT
- Notice: parents need at least 24 hours written notice
- Activities during detention must take the form of formal, meaningful work
- Formality within the detention is essential
- Failure to attend – 2 failures to attend will result a 1 day inclusion.

INCLUSION

- Inclusion is a serious disciplinary step. The process leading to a pupil being included should be formal
- The only staff who can include a pupil are members of SLT. This would usually, but not always, be done after referral and consultation with LOAs
- Parents should always be contacted. If the inclusion is immediate then a phone call home followed by a letter will be necessary. Otherwise a letter home will always be needed in addition to any phone call home
- All inclusions must be recorded by the Headteacher's secretary on the central record in the same way that exclusions are recorded
- Inclusions should be as formal as possible and will be managed by the Learning and Wellbeing Mentor.

SEARCH, RESTRAINT and CONFISCATION:

RESTRAINT	Staff should refer to the Cowbridge Comprehensive School Physical Intervention and Restraint Policy and also the Welsh Government guidance document 'Safe and Effective Intervention' No 041/2010(October 2010), Section 1.
SEARCH AND CONFISCATION	As above but Section 2 plus Screening and Searching Pupils for Weapons (Section 45, Violent Crime Reduction Act, 2006).

Both sections are mindful of UNCRC Articles 16 and 19.