

Ysgol Y Bont Faen

Cowbridge Comprehensive School



BEHAVIOUR & DISCIPLINE POLICY

Formulated by:
Mr J Ling, Assistant Headteacher
(Parents, School Council, staff, Governors)

Approved by: MGB 05.07.18

Last Reviewed: Autumn 2021 and approved by Resources Committee

Review: Every 2 years or subject to changes in statutory guidelines or legislation

Next Review: Autumn 2023

Date of any amendments made to policy & brief points:

Date	Section
Oct 2021	<p><u>Section 1: Values and Principles:</u> addition of info re Policy design</p> <p><u>Bullet 1: Code of Conduct for Pupils:</u> Removal of specific appropriate uniform instructions update of acceptable mobile phone use by pupils</p> <p><u>Bullet 3: Work Code:</u> addition of term 'ready to learn' in pupil expectations Update to work code ethos</p> <p><u>Bullet 4: Data Capture:</u> Update of rewards system</p> <p><u>Bullet 5: Award Ceremonies:</u> Removal of gender specific term</p> <p><u>Bullet 6:</u> Removal of term 'Pivotal' and rephrasing Additional General Guidelines Addition of detention/departmental sanctions Removal of SIMS use table Update of behaviour monitoring description re Graduated Response</p>

Removal of the use of planner to communicate sanctions
Removal of referral process to Vale Behaviour Team
Update of referral process to SEMHP
Removal of Behaviour point text to parents. Updated to trigger point system

Bullet 7: Reporting System

Addition of use of departmental report cards

Bullet 8: Interventions

Removal of reference to student planner
Addition of process of referral to SEMPH following series of exclusions
Addition of reporting period for CL re Behaviour

Bullet 9: On Call

Addition of classroom teacher recording when on call system used

Bullet 13: Consistency

Update of terminology
Removal of outdated process

Bullet 15: Inclusion

Update of inclusion recording process

Section 2

Bullet 4b: addition of the restorative approach

Appendix A:

Staff info: Addition of J Ling as Acting Deputy H/T
Communication and Evaluation: Time out room changed to Reflection room

Addition of new Appendix (D) and original Appendix D relisted as E

Relisting of subsequent Appendix

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*.

SECTION 1

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. This is encompassed in the key phrase of ready, respectful and safe. This is achieved by:

- Offering opportunities, support, and guidance within a positive, open minded, safe and civilized school community;
- Promoting positive behaviour and attendance essential foundations for a creative and effective learning environment in which all members of the school community can thrive by being ready to learn, valuing respect for all and creating a safe and secure learning environment;
- Promoting positive behaviour as the responsibility of the whole school community.

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.

1. 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 must 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 to school;
- Mobile phones should be switched off and only used where the teacher has given permission.

2. SUCCESS AND ACHIEVEMENT

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

3. 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 be 'Ready to Learn':

- Arrive on time, properly prepared for learning;
- Be respectful of other pupils and teachers;
- 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:

Ready, Respectful, Safe

4. DATA CAPTURE

ATTITUDE TO LEARNING and BEHAVIOUR FOR LEARNING

Three times a year, attitude to learning and achievement is formally recorded in Years 7-13. 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. Attitude to learning measures a pupil's enthusiasm and excitement for learning alongside their resilience and effort. Meanwhile Behaviour for learning measures a pupil's readiness to learn focusing on their punctuality, preparedness, focus, engagement and respect.

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'.

Section 2 (entitled 'Reflection Room and Ready to Learn') outlines the School's overall aspirations with regards to behaviour and conduct around the school.

All pupils with consistently high levels of attitude to learning, attendance and behaviour, will receive recognition through positive feedback from teachers, communication home and assemblies from Departments and the Achievement Team.

5. 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.** 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.

6. 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

The School has been working hard on developing key principles with regards to conduct and behaviour in school. All staff have been trained in how to adopt a consistent approach that ensures safe and successful learning environment for all. Members of staff must:

- Provide first attention to best conduct;
- Establish consistent and calm behaviour;
- 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;
- Encourage a process of reflection (including restorative approaches);
- 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 (see appendix D). 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.

Should a pupil gain an initial behaviour point and then as the lesson progresses their behaviour escalates, then the initial point should be upgraded to reflect the appropriate degree of severity and the accompanying level of sanction.

Where behaviour in a subject is an issue (in line with appendix D) 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. This may involve a departmental restorative approach, detention, call to the parents/guardians, report card and reference to the Achievement Team.

Graduated Response

The Achievement Team will be responsible for the monitoring of behaviour points. The following actions will take place as part of a graduated response to ongoing behaviour issues:

- 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.;
- 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 there is still no discernible improvements Inclusions will be repeated;
- When the Individual Behaviour Plan is reviewed, if there is still no tangible evidence of improvement, an alternate appropriate education provision will be investigated e.g. referral to SEMHP;

The Achievement Team will liaise with Parents to make them aware of pupils reaching trigger points. Text messages will be sent at each trigger point and followed by a phone call at 10+ points.

7. REPORTING SYSTEM

- There will now only be two main types of report card; Attitude to learning, and Behaviour, issued by the Achievement Teams;
- Where concerns link to a specific subject, departmental report cards may be used but in consultation with the relevant Leader of Achievement.
- 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.

Where appropriate, online reporting system via SIMS will be utilised.

8. 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 pupil exercise book 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) - period of ‘reflection’;
- exit from classroom – short “cooling off reflection” 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 report each half term 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 – 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 - Reflection Area - See Section 2

This area is a supervised space where a pupil(s) needs a longer break and space away from the timetabled lesson(s). This is determined as alternative education to facilitate emotional, social and behavioural development and improvement.

The decision to place a pupil in the Reflection Area rests exclusively with senior staff. The senior staff able to make this decision are listed in Appendix 1. Any pupil placed in the Reflection Area for a full day or more must be discussed with the Headteacher.

Pupils who have been removed from lessons by senior staff are able to work away from timetabled lessons, minimising further disruption and allowing the **pupil a safe space to work, reflect, and/or regain composure/rationality following an emotional assault/crisis or incident.**

We believe that pupils should be in the Reflection Area for the shortest time possible.

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.

Where there has been a series of exclusions, there may be the need to refer to the Local Authority through SEMHP for further support to ensure that the pupil maintains a position within education.

9. 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/SLOA 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;
4. Classroom teacher to record that oncall system used on SIMS and full details recorded on the nature of the incident.

ON CALL SYSTEM

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;
- **Where the oncall system has been used, the person who is called will liaise with the classroom teacher to identify next steps as part of a restorative approach;**
- **If there are ongoing issues where the on-call system is used due to a specific pupil or group, the teacher, Head of Department and a member of Achievement Team will meet to discuss strategies that can be used to address the issues taking place.**

10. 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.

11. 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.

12. EVALUATION AND REVIEW

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

13. 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. To reinforce this focus significant training has been delivered to all staff referencing key principles of the Pivotal culture approach to behaviour management.

We must have shared basic rules that apply to ALL classroom circumstances. This looks like:

- Consistent, calm adult behaviour;
- First Attention for Best Conduct;
- Sustainable Routines;
- Relentless Approaches.

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;
- Meet and Greet;
- 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;
- End and send.

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;
- Follow teacher directions immediately;
- Keep hands, feet and unkind remarks to yourself;
- Listen to the person who is meant to be talking;
- Take care of all materials, equipment and the learning environment.

**Punctual
Prepared
Focused
Engaged
Respectful**

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

1. A verbal warning;
2. Being moved (within the classroom);
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.

14. 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;
- 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 in a 1 day inclusion.

15. 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/SLOAs. 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 relevant Achievement Assistant 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.

SECTION 2

Reflection Time and Ready to Learn

Education, inspiration and opportunities for life

Our overall Aspirations

We aim to inspire students by providing education and opportunities which equip them for life

1. Introduction

We have high aspirations and we are committed to excellence, equality and wellbeing for all. Our strategy is to further develop our curriculum, resources and teaching to achieve and sustain excellence. We see our core purpose as providing engaging, exciting and challenging learning opportunities which result in ambitious, capable learners, committed to lifelong learning. We aim to develop our students' knowledge, skills and qualities to enable them to be successful, happy, resilient and healthy citizens of Wales and the world.

We recognise that high performance, success and happiness requires healthy resilient young people with positive mind-sets which are solution focused.

Our wellbeing strategy, action plan and programme recognises that the teenage brain is developing. This can present issues involving impulsivity, emotional responses e.g. anger, the inability to self-regulate etc. at times. This can sometimes involve either the young person being unready to learn or present behaviour which prevents others from being able to learn. When this happens, we recognise that reflection time, can assist young people to reflect, reframe and regulate their actions so that they are able to restore learning activities.

Fundamentally, we recognise that our role as adults is to help young people 're-write their scripts' and we believe that role-modelling and practising good habits and behaviour can significantly help teenagers to develop into resilient, successful young adults ready to learn.

2. Purpose and Explanation of Reflection Time

The core purpose of reflection time is to provide the pupil with thinking time and space to calm down, think, reflect and in doing so, remedy the actions which were impulsive and not meeting our philosophy of, respectful, safe and ready to learn.

Informal reflection time could involve:

- a. time within the classroom under the direction and supervision of the teacher. This involves giving the pupil(s) a short-period of time within the classroom where he/she is required to stop, think and remedy their actions;
- b. time external to the classroom (no more than 5 minutes) under the direction and supervision of the classroom teacher to provide physical and thinking space away from the view of peers to stop, think and remedy their actions;
- c. Reflection time during unstructured time (break, lunch, corridors) for example asking the pupil to stop, wait, provide thinking time and then engage in a reflective conversation to correct the undesired actions in that area.

It is also accepted that there are occasions where pupils need more formal intervention and assistance to help them think, reflect, understand and remedy their actions.

Therefore, CCS has a designated Reflection Area.

3. Reflection Area

This area is a supervised space where a pupil(s) needs a longer break and space away from the timetabled lesson(s). This is determined as alternative education to facilitate emotional, social and behavioural development and improvement.

The decision to place a pupil in the Reflection Area rests exclusively with senior staff. The senior staff able to make this decision are listed in Appendix 1. Any pupil placed in the Reflection Area for a full day or more must be discussed with the Headteacher.

Pupils who have been removed from lessons by senior staff are able to work away from timetabled lessons, minimising further disruption and allowing the **pupil a safe space to work, reflect, and/or regain composure/rationality following an emotional assault/crisis or incident.**

We believe that pupils should be in the Reflection Area for the shortest time possible. The specific duration is at the discretion of senior staff. The senior member of staff most familiar with the incident will make a professional judgement and assign the amount of time needed for reflection.

We recognise that all incidents are unique to the individual circumstances of the pupil (s) and therefore time within the reflection room will differ in length. Effective monitoring, review and evaluation will provide a means to quality assure and challenge and learn from the incidents presented. Regular reviews (1/2 termly) will be discussed with the Headteacher.

Any pupil who is placed within the reflection area on more than 5 occasions (separate incidents) within one term will be discussed with the Headteacher as clearly other/ alternative interventions need to be considered and implemented.

4. Protocols/Activities in the Reflection Area

During the time a pupil is working in this area, there must be an educational input to assist the pupil (s):

- a. Understand** why their actions/ behaviours have resulted in needing reflection time;
- b. Develop reflection techniques** to assist in doing things differently to avoid being withdrawn from timetabled, formal lessons. These skills will be underpinned by a variety of restorative approaches - this is a crucial aspect which the school firmly believes enables a platform for genuine relationship repair;
- c.** Where appropriate in formulating an **apology** to the pupil, member of staff involved in the initial incident to **restore** the relationship(s) of all concerned.

Additional:

- I.** Pupils will be allowed to eat at break and lunch in the room at a time agreed by the senior member of staff;
- II.** Pupils will only be placed in the Reflection Area for a defined amount of time. This could involve periods of time from 10 minutes, 20 minutes, half an hour, a full lesson, break and lunch times, ½ day or a full day. This is at the discretion of the senior member of staff in accordance with paragraph 3 above;
- III.** Parents will be informed at the earliest convenience by AA/LoA/SLoA. This will not be prior to the time commencing in the area;
- IV.** Pupils will be allowed to visit the toilet at any time under the supervision of a member of staff;
- V.** Pupils will not be left unsupervised;
- VI.** During extended time in this area (more than 30 minutes) in addition to conducting I - III above, staff supervising pupils (those on call) must ensure that pupils continue with appropriate educational work from the lesson(s) as per their timetable.

5. Procedures for Staff

1. The reflection duty staff will only need to be present in the room if there is a pupil placed there. Staff on reflection duty will need to be available should on senior place a pupil in there during a lesson. Staff on call should be visiting proactively classrooms across the School. **Staff must have a school radio whilst on call at all times;**
2. The room must never be locked or latched;
3. The role of that member of staff is to ensure that the pupil takes time to calm down, think, reflect and is involved in a restorative conversation unless he/she is unfit to do so and the needs additional time and space;
4. Staff will be notified via morning briefing notes of a pupil to be placed in the Reflection Area for a full day;
5. Achievement Assistants will notify relevant staff if a pupil is placed there during the school day;
6. Staff will have access to a workstation/desk to complete the Reflection Area log (Appendix 3). This **must be fully completed**. Staff will then be able to complete any additional work e.g. marking at their discretion;
7. Alternative work sheets will be available for use if the pupil completes allocated work;
8. In the rare event of a pupil escalating his/her behaviour and refusing to co-operate with the member of staff on call, a member of the senior leadership team must be called. This would normally be the Deputy Headteacher, Assistant Headteacher, the Headteacher;
9. Escalation of behaviour which poses a health and safety risk will likely lead to exclusion which will need the Headteacher's decision. Only the Headteacher can make a decision to exclude;
10. Senior staff with delegated discretion (Appendix A) to place pupils in the Reflection Area must ensure that parents are informed via the Achievement Assistant and recorded on SIMS.

6. Expectations of Pupils

1. Pupils must observe conventions of normal school rules which will be displayed on the wall in the Reflection Area for pupils to re-familiarise themselves;
2. Pupils must complete any work set by class teachers, or on call staff;
3. Pupils must take an active role in restorative/reflective conversation as part of their wider education in social, emotional and behavioural expectations;
4. Pupils should complete a reflective written exercise;
5. Pupils will have break and lunch at a time decided by senior staff;
6. Pupils will be allowed to eat in the room at a designated time and after permission of the senior member of staff;
7. Pupils who choose to continue to behave unacceptably will be referred to a member of the senior leadership as per above.

Sixth Form pupils will not be considered for the Reflection Area

APPENDIX A

Staff who have the delegated responsibility for making a decision that a pupil (s) is to spend time in the Reflection Area

Senior staff who decide that a pupil (s) need a **full day or more in the Reflection Area must discuss the decision with the Headteacher prior to informing the pupil and parents**. In the Headteacher's absence, the DHT.

Periods of **less than 1 full day** do not need discussing with the Headteacher in advance and are at the full discretion of the senior members of staff as per below.

Mrs Thomas, Headteacher

Mr Fowles, Deputy Headteacher

Mr Ling, Acting Deputy Headteacher

Assistant Headteachers:

Mrs Clode,

Mr GriffithsMiss Pennell

Mrs Williams

Mr Burgum

Mr Lewis

Senior Leaders of Achievement

Miss Davies

Mrs Ingram

APPENDIX B

Risk Assessment Checks:

The Use of the Reflection Area has been endorsed by the school community and incorporated as part of a continuum of behavioural interventions in the School Behaviour Policy:

1. has been risk assessed in relation to student and staff safety;
2. allows for meaningful educational activity to be provided for students;
3. has adequate ventilation, lighting and heat;
4. has adequate space for students and staff;
5. allows arrangements for the student to have lunch and toilet breaks when time out occurs across those periods;
6. is conducive to de-escalating inappropriate behaviours;
7. is not to be locked, latched or secured in any way that would, in case of an emergency, prevent staff or the student from exiting the room;
8. is supervised at all times;
9. displays rules for behaviour within the room;
10. displays school rules and expectations.

Communication and Evaluation:

1. Procedures for the use of time out have been communicated to all students, parents and carers and school and educational setting staff;
2. Training has been conducted for all staff in procedures for the use of the dedicated time out room. A record of the use of the dedicated time out room with each individual student and for each occasion is maintained;
3. Procedures for notifying parents or carers of the use of the reflection room with their child have been developed;
4. Procedures for referral or re-referral to the Senior Leadership Team have been developed;
5. Procedures to be followed if a student does not comply with the use of the time out room or if the use of the use of the time out room is not successful in managing the behaviour of the student have been developed;
6. Data on the use of the time-out room is used to assess its effectiveness in supporting an individual student;
7. Data on the use of the time out room is used to assess the effectiveness of the strategy within the context of the regular review of the School's Behaviour Policy;
8. A register of the use of the Reflection Area is maintained and forwarded to the Local Authority each term;
9. Any use of time-out that necessitates the use of physical intervention must be recorded and reported in accordance with the School's policy on Physical Intervention.

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.

APPENDIX C

REFLECTION AREA LOG

***Senior staff must authorise any duration longer than 1 hour. Durations of 1 full day and more must be discussed with the Headteacher.**

[illegible]

Appendix D - SIMS Usage

Members of staff to utilise the table below so as to record behaviour incidents on SIMS.

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 - Department - At agreed point of 3 occasions, HOD to discuss with pupil and to apply appropriate sanction if required. AtT at agreed point of 3 occasions, HOD AT sanction, e.g. detention, phone call home.
0	Unequipped (pen, pencil etc.)	Department - AtT at agreed point of 3 occasions, HOD to discuss with pupil and to apply appropriate sanction if required. e.g. discussion, detention, phone call home 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, HOD to discuss with pupil and to apply appropriate sanction if required. sanction, e.g. discussion, detention.
1	PE kit/textbook/vital lesson materials	Departmental
1	Poor attitude to learning	Departmental – AT to support ongoing issues within a department. after 2 occasions
1	Continued lack of focus	Departmental - AT to support ongoing issues within a department. AT after 2 occasions
1	Inappropriate behaviour/detention issued	Departmental - AT to support ongoing issues within a department. AT after 2 occasions
2	Very inappropriate behaviour, first incident with in any subject to be dealt with by CL, any additional incidents to CL to be supported by the then be dealt with by AT	CL (incident one) then CL/Achievement Team
2	Two detentions missed	CL/Achievement Team
2	Truancy	Achievement Team
3	Serious incident/extreme behaviour 'on call' system used	Achievement Team/SLT

APPENDIX E

Cowbridge Sanction Process chart The final decision of all sanctions is at the Headteacher's/SLT discretion					
Code	Behaviour type (Example)	Sanction	Communication to Parent	Repeat offences sanction	Communication to parent
0	Attendance, lateness, uniform, unequipped			Possible lunch time reflection	Phone call home
1	Inappropriate behaviour, continued lateness, continued poor uniform, lack of focus.	Class teacher break or lunch time reflection		Departmental break or lunch time detention	Phone call or Parentmail confirming details of the incident and sanction.
2	Very inappropriate behaviour, truancy. 2 detentions missed.	After school reflection	Email via Parentmail confirming details of the incident and sanction. Phone call home from the Achievement Team to outline the incident. Letter via Parentmail confirming details of the incident and sanction. Phone call home from the Achievement Team to outline the incident.	Further After school reflection and possible reflection time in the reflection area. Fixed-term exclusion	Letter via Parentmail confirming details of the incident and sanction. Possible meeting with parents.
2	Refusal to follow instruction	After school reflection			
2	Bullying	Restore and repair process			
2	Abuse of ICT	After school reflection			
2	Intimidating behaviour and inciting others to violence.	Immediate reflection Community Service Fixed term exclusion			
2	Swearing and verbal use to another student.	After school reflection			
2	Violent behaviour	Fixed term exclusion			
2	Dangerous behaviour	Immediate reflection Community Service Fixed term exclusion			
3	Excessive accumulations of after school reflections		Letter via Parentmail	Fixed-term exclusion	Letter via Parentmail

3	Racist or Homophobic language	1 Day inclusion in the reflection area or fixed term exclusion Personal reflection area (limited time) Possible Police investigation	confirming details of the incident and sanction. Phone call home from the SLT to outline the incident.	Permanent exclusion	confirming details of the incident and sanction. HT/SLT meeting with parents.
3	Fighting and aggression (including filming)				
3	Refusal to leave a room when requested				
3	Theft				
5	Verbally assaulting/threatening/intimidating a member of staff	Fixed term exclusion or Alternative Pathway Permanent Exclusion	Phone call home from the SLT to outline the incident. Member of SLT to meet with parents.		Letter via Parentmail confirming details of the incident and sanction. HT/SLT meeting with parents. Reintroduction meeting with Governor panel
5	Persistent failure to follow school rules				
5	Alcohol consumption and/or possession				
5	Actions that bring the school into disrepute. Deliberate breach of Covid - Appendix *				
10	Physical assault of a member of staff/ pupil				
10	Possession of illegal drugs in school				
10	Carrying a weapon in school				

*** Serious breaches of hygiene and sanitisation – including spitting, coughing at others, wiping fluids on others – will be taken seriously and as such, parents and carers will be called to collect their children immediately. This will be dealt with extremely seriously and consequences will be put in place.**

APPENDIX F

Covid 19 update June 2020

This appendix has been created to look after the community at Cowbridge Comprehensive School and for infection protection.

The School has prepared a risk assessment which details the measures to be taken for children and staff whilst in the school environment. Where possible, minimal physical contact between members of staff and children at school must be adhered to, to ensure all can be kept safe. As always, it is therefore imperative that children arrive at school ready to learn and are able to follow the School's expectations, behaviour policy and appropriate risk assessment.

Where pupils purposefully contravene the set of guidance below or they are unable to follow the set of guidance below, posing a continued threat to others, then they will be asked to continue their learning remotely using the School's on-line distance learning provision.

All students should continue to adhere to the principles outlined in the Behaviour Policy. In particular, students should be mindful of the following points listed below.

Pupils of all ages must adhere to the following whenever possible:

- Pupils must follow social distancing rules and when moving around school or the classroom must remain 2 metres apart;
- Pupils must NOT share pupil or staff resources, including classroom items or food or utensils;
- Pupils must not physically touch one another or a member of staff;
- Pupils must not touch their mouth, eyes or nose other than with tissue;
- Should pupils need to cough or sneeze then they must use tissue and follow the hygiene rules "catch it - bin it - kill it". Pupils must place the used tissue immediately into the lidded bin in the classroom or outdoor space;
- Pupils must wash their hands regularly and after having used the toilet, before entering school classrooms, before and after eating lunch, before and after break and spend 20 seconds doing this;
- Should pupils need to cough or sneeze then they must use tissue and follow the hygiene rules "catch it - bin it - kill it". Pupils must place the used tissue immediately into the lidded bin in the classroom or outdoor space;
- Pupils must wash their hands regularly and after having used the toilet, before entering school classrooms, before and after eating lunch, before and after break and spend 20 seconds doing this;
- *Pupils must use hand sanitiser upon arrival into their classroom and when leaving their classroom;*
- Pupils must tell someone immediately, should they feel unwell, start to continuously cough or lose their sense of smell or taste. They must then be escorted to the First Aid room;
- Pupils must not spit, cough or sneeze purposefully at other pupils or staff;
- Pupils must not go to the toilets in groups and must ask to use the toilet facilities;
- Pupils must not go up to the staff member at their desk to ask for individual help, they must raise their hand and be supported utilising social distancing measures;
- Pupils must not play contact games in the playground;
- Pupils must not play games in the playground that involve sharing resources/balls;
- Pupils must not access any area of the School beyond their allocated spaces.

Should there be an occasion where a child does not follow the School rules or expectations, this child will then be putting members of staff and other children within the School at risk. Should this be the case, parents/carers will be contacted immediately to collect their child. It is the responsibility of parents / carers leaving their child at school to ensure they will be available and able to collect their child should this need occur.