Behaviour Policy

Ysgol Uwchradd Llanidloes High School

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Our aims:

- **G**reat **O**pportunities **F**or **A**ll to **L**earn in a fair, caring and supportive environment.
- Enable pupils achieve their full academic potential by developing the key attitudes and behaviours that will help them to learn throughout their lives.
- Ensure all pupils feel safe and secure, and free from physical and verbal abuse.
- Ensure all pupils become healthy, confident individuals who understand how to make healthy choices relating to diet, physical activity and emotional wellbeing, including how to keep themselves safe online.
- Work closely with parents/carers and the community to secure excellent pupil well-being.
- Celebrate achievement wherever possible to secure a positive learning culture.

There are basic, important things that we expect from all of our pupils:

- Strive to be ambitious, confident, capable and independent learners.
- Engage fully with new, unfamiliar experiences and ideas.
- Take interest in their work, sustain concentration throughout learning activities and avoid distractions.
- Respect the contributions of others during lessons, for example by allowing others to speak or by remaining calm when others disagree.
- Engage in all tasks that are set and bring them to completion.
- Persevere and remain purposeful when they face difficulties or seek other solutions when their first approach to a problem is unsuccessful.
- Be ready to learn at the start of lessons and move safely but swiftly between different lessons and activities.
- Wherever possible, take on leadership roles and responsibilities and play a full part in the life and work of the school, for example as members of the school council, peer mentors or digital leaders.
- Work effectively independently, in small groups and in whole-class settings.
- Come to school wearing the correct uniform and in possession of the right equipment for their lessons, including the PE kit.
- Always have their planner.

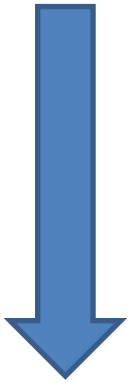
We aim to develop our pupils' skills through high quality learning experiences. Pupils who demonstrate good behaviour and attitudes to learning are:

- Actively engaged in their own learning;
- Able to make connections between concepts and ideas;
- Conscientious about learning in and away from the classroom;
- Motivated to find their own learning opportunities in order to further develop their learning;
- Confident about how to make progress when collaborating with others.

The majority of pupils at Llanidloes High School behave in an exemplary way because of their high level of motivation and engagement.

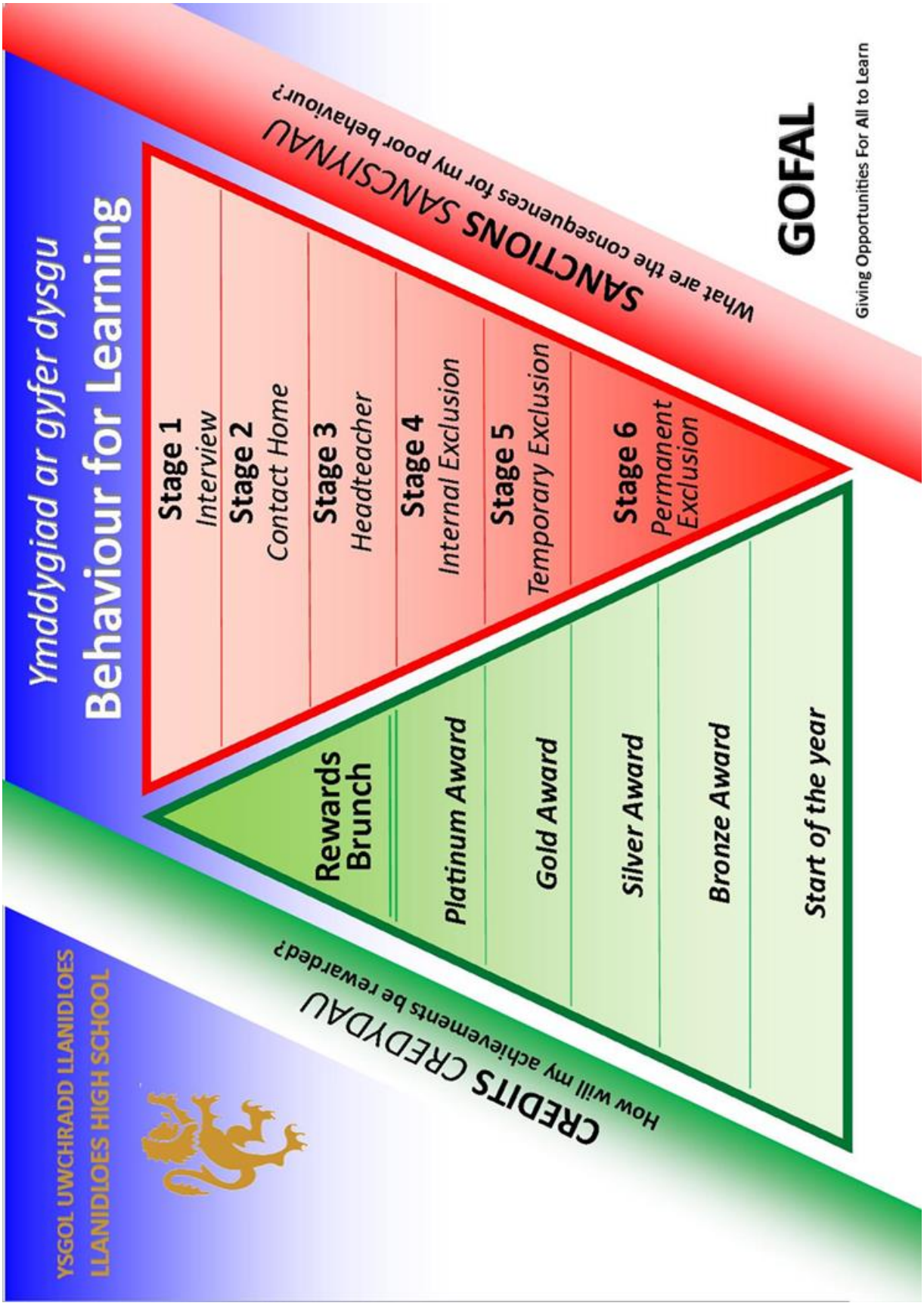
On occasion, a very few pupils behave inappropriately and prevent others from learning. The following pages of this policy explain how we use a consistent, stepped approach to reward good effort and behaviour and if necessary to rectify inappropriate behaviour.

Homework



Homework not done on time or to an acceptable standard.	Teacher action	Credits Removed
1st Time	Warning and extension given	- 1
2nd Time	Noted on SIMs Note in HW diary Teacher short Detention	Further - 2
3rd Time	Referral to CAL / YL Phone call home YL. CAL detention	Further - 3
4th Time	Referral to SLT link GOFAL full Lunchtime detention	Further - 4

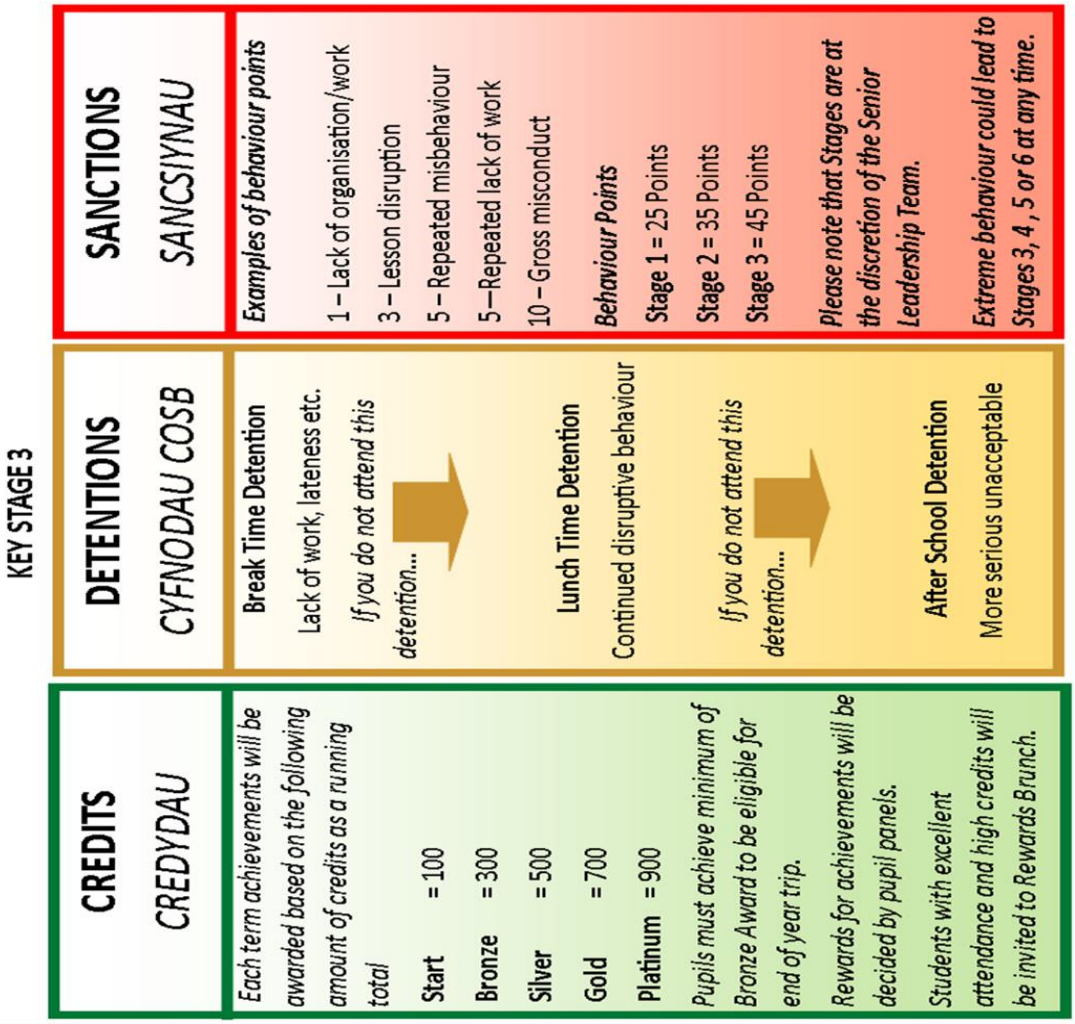
Llanidloes Rewards and Sanctions ladder
It is essential that this is followed consistently by ALL



Credit Guidance

Pupils are awarded credits for excellent effort, attendance, representing the school community etc. The following list is used to guide staff in their awarding of credits. It is not expected that staff stop teaching to record credits, rather, it is more practical to keep a tally and award once every three weeks when the books are taken in for marking. Tutors can award weekly when checking planners.

Pupils have credits deducted for poor behaviour. The number of credits that are removed will reflect the nature and seriousness of the misbehaviour.



KEY STAGE 4

ACHIEVEMENT
CYFLAWNIAD

Each term achievement points may be awarded and recorded on SIMS based on effort and progress made in subjects.

They could also be awarded for contribution to the school in a variety of ways at the discretion of the staff.

These achievement points will be considered when decisions are being made on matters that affect individual pupils eg attendance at end of year trips, prom etc

DETENTIONS
CYFNODAU COSB

Break Time Detention

Lack of work, lateness etc.

If you do not attend this detention...

Lunch Time Detention

Continued disruptive behaviour

If you do not attend this detention...

After School Detention

More serious unacceptable

SANCTIONS
SANCSIYNAU

Examples of behaviour points

1 – Lack of organisation/work

3 – Lesson disruption

5 – Repeated misbehaviour

5—Repeated lack of work

10 – Gross misconduct

Behaviour Points

Stage 1 = 25 Points

Stage 2 = 35 Points

Stage 3 = 45 Points

Please note that Stages are at the discretion of the Senior Leadership Team.

Extreme behaviour could lead to Stages 3, 4, 5 or 6 at any

Extreme Behaviour

This will result in immediate placement in YNYS or GOFAL and could lead to permanent exclusion.

- Supplying illegal drugs
- Substance abuse
- Possession of a knife or other dangerous implement
- Use or threatened use of an offensive weapon, for example a knife
- Threatening behaviour involving a dangerous implement
- Threatening behaviour towards another pupil or member of staff
- Theft
- Major vandalism
- Conflict with staff over action to be taken
- Fighting
- Swearing at a member of staff
- Prejudicial remarks
- Aggressive or intimidating behaviour
- Actual or threatened violence against a pupil or member of staff
- Sexual abuse or assault etc
- Truancy
- Going off site without permission

This is not a definitive list and behaviour not seen before can be added.

Support

Who supports Behaviour for Learning:
All staff promote good behaviour to help ensure this is not a barrier to pupils' learning. Where necessary, pupils are referred to the GOFAL centre for further support and challenge. Staff at the centre provide mentoring support, liaise with families and apply appropriate sanctions where necessary. If the pupil's behaviour continues to disrupt the learning of others, a member of the Leadership Team will become involved to provide additional support and challenge.

How we support Behaviour for Learning:
In addition to the use of mentoring, support and rewards, the school uses graduated sanctions to address behaviour that stops learning and teaching from taking place. This includes:

- Extra learning to compensate for missed learning
- Short detention with class teacher, YL or CAL
- Record concerns in the student's planner and ask for a parental response/ signature

The Next Level of Sanctions:
- GOFAL detention for the whole of break or lunchtime.
- Phone call home; letter or meeting with parent.
- Internal exclusion to complete work away from pupils in their year group.
- SLT detention after school for 45 minutes.
- If a pupil has to attend an after-school detention, parents/ carers will be informed in writing in the pupil's planner or by telephone to give notice.

Removal from Lessons:
If a pupil stops others from learning, they are removed from their lesson and are allowed to work in YNYS. This room provides a calm, working environment for pupils who need to have their behaviour supported by the school. When a pupil is removed parents/carers are informed with an invite to attend school by a telephone call or by letter depending on the incident or the number of times the pupil has had to be removed from lessons.

New Technologies and Behaviour:
We encourage and support pupils to be equipped for the challenges of an ever changing world. We have high expectations of our pupils whilst they are using Information Communication Technology. Appropriate behaviour keeps all pupils and staff safe from harm, abuse and ridicule.

Whilst using the school's internet system pupils will be restricted from using certain websites because they are blocked by the county's firewall. Occasionally inappropriate sites are accessed by pupils because they have not been blocked. These sites are reported immediately. Purposely going onto an inappropriate site will result in the pupil being barred from using the internet for a fixed period of time.

The school's intranet system allows pupils to email each other during some lessons. The purpose of these emails must be work related. It is a way of engaging in group and pair work. If pupils use this system to bully or abuse other pupils they will be denied access to the system and other sanctions will be applied in proportion to their behaviour. Pupils' conversations are recorded and can be instantly accessed by staff. Pupils do not have the ability or the right to keep the contents of these conversations private.

GOFAL

Some pupils need a more sustained and structured support plan. Some pupils attend GOFAL to receive coaching in behaviour techniques, behaviour modification support and counselling. A small number of pupils have to report to GOFAL every day to make sure that they are coping with the demands of the day.

An inability to demonstrate good behaviour for learning can also be a result of circumstances beyond the pupil's control. For example, a bereavement, disruption in the family or feelings of isolation or alienation. Some pupils also have Additional Learning Needs which make it difficult for them to sustain good behaviour for learning for five hours per day. GOFAL supports these pupils' well-being.

Where a need for some form of counselling is identified pupils will have school support from the deputy child protection officer/learning coach.

This diagram illustrates support that pupils may receive in GOFAL. The support is a responsive package and will be tailored to meet the needs of individual pupils.

Exclusions

Some pupils have to be internally excluded because their behaviour is a more serious cause for concern. We keep the pupil isolated for the whole day– this includes over break and lunchtime. We feel that this allows the pupil to remain in a calm environment. Many pupils have reported that they find being internally excluded worse than being made to stay at home.

Unfortunately, we sometimes have to externally exclude pupils for fixed periods of time. Exclusions are a way of making sure that the school community is safe and comfortable for everybody. Exclusions go onto a pupil's permanent record.

After exclusion, pupils ***will only be re –admitted into the classroom following a re-admittance interview with a parent / carer.*** Pupils will complete their learning in YNYS until the re-admittance interview has taken place.

Behaviour off the school premises

Pupils whose behaviour is unacceptable whilst in uniform e.g. walking to and from school or on the school buses will receive appropriate advice depending on the level of concern. School transport companies in conjunction with the Local Authority have the right to ban pupils from buses; close liaison with school takes place in such cases.

The school views any incident involving Llanidloes High School pupils in the community as very serious; bringing the school into disrepute damages the school's reputation as well as having an impact upon members of the public who are affected.

Working with stakeholders

We encourage parents/carers to contact us to discuss behaviour in school. If a pupil's behaviour is a cause for concern then parents/carers are invited in for a School Based Behaviour Planning Meeting. Any phone calls about behaviour from the community are logged.

Lunchtime behaviour is monitored by a team of supervisors. They are supported by the leadership Team.

Accusations / complaints against members of staff by learners / parents

All allegations against members of staff are taken seriously and will be thoroughly and fairly investigated. In the case of accusations involving an incident that does not fall within the All Wales Child Protection Procedures (AWCPP) 2008, for example unfair detentions or poor teaching etc. the school will conduct an internal investigation following agreed disciplinary procedures if the complaint if found to be justified.

In the case of allegations that do fall within the All Wales Child Protection Procedures (AWCPP) 2008, for example assault, the Headteacher is duty bound by to refer the matter to Social Services. Any further investigation is then conducted by Social Services and/or the Police. In some cases, the referral may be re-directed to the Headteacher to investigate as an internal disciplinary issue.

False accusations against members of staff

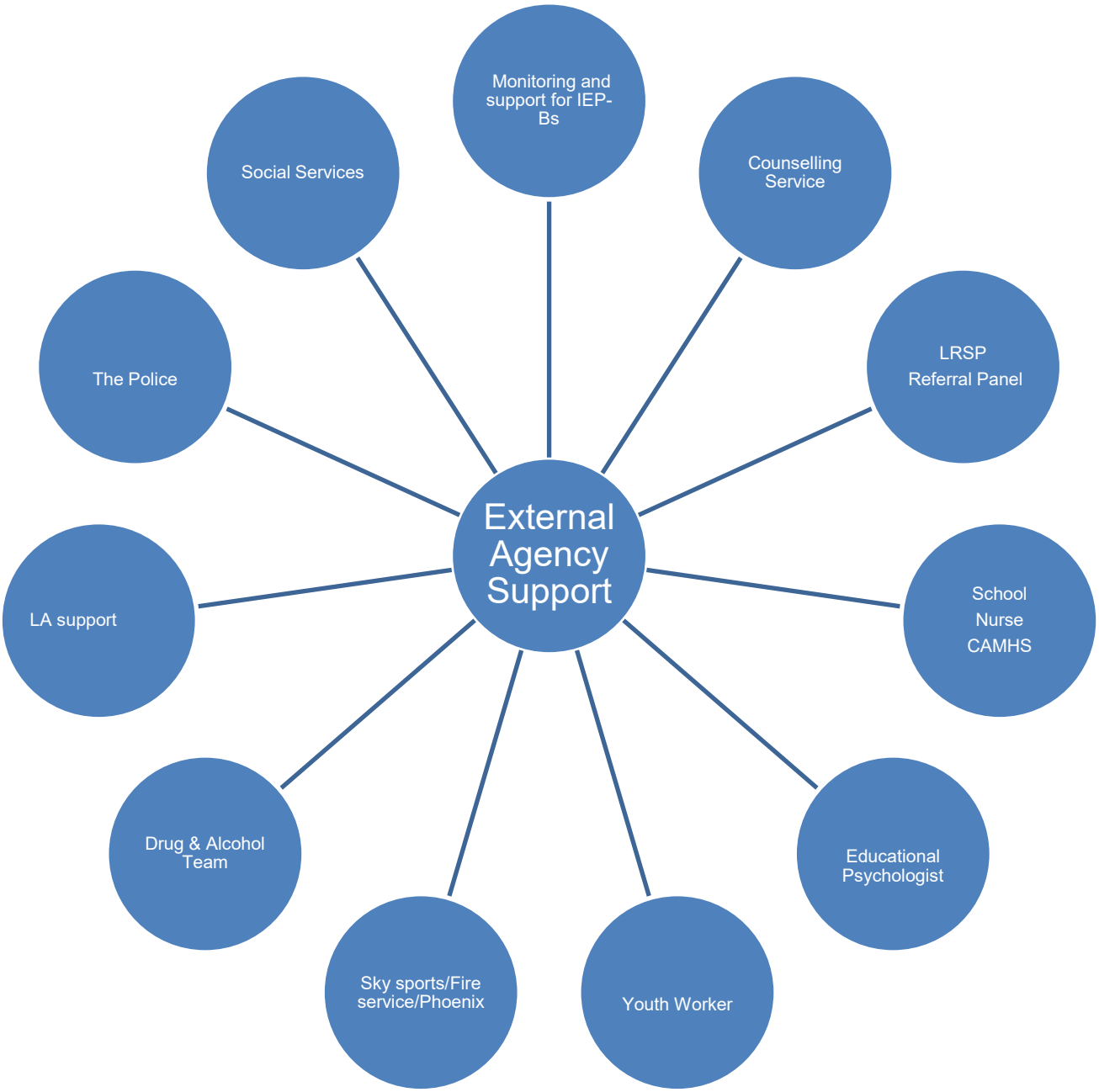
If an allegation against a member of staff is proved to be false and malicious, then the school will deal with the incident according to its own internal procedures and policies. This could result in

sanctions that range from fixed period exclusions to a permanent exclusion according to the individual circumstances of each case.

If a pupil's behaviour is persistently poor or their wellbeing is suffering outside agencies will be involved:

LA support is requested by the completion of a CAF Form. This form is then sent to the team around the family (TAF) panel for consideration. This is part of the GOFAL package of support. The form is completed by GOFAL staff. The Headteacher then checks and signs the form.

The following diagram illustrates some of the external agencies that support the behaviour and well-being of our pupils.



1. Guidance for staff

(a) Every organisation depends on people behaving in certain ways to achieve its purposes. A school's central purpose is that pupils should learn. Good behaviour makes effective teaching and learning possible and poor behaviour disrupts these processes. (See: School Rules, Anti-Bullying Policy, Substance Policy, Home-School Agreement)

(b) Everyone prefers praise to blame. It is important that the positive aspects of praise and reward have great emphasis.

(c) Every member of staff has a primary responsibility for the discipline of the classes they teach.

(d) The "better for both" principle - in a heated exchange the temptation to take a pupil 'down a peg or two' is great. While this can be highly effective in the short run, it seldom helps long-term pupil/teacher relationships. If possible, conflicts should be resolved in a way that is perceived as fair by the pupil. Ideally, the pupil should be allowed a 'face-saver' (e.g. an apology) so that the outcome is beneficial to both teacher and pupil and the rights of neither party are eroded unnecessarily.

(e) Liaison with parents is an essential element of any policy which aims to promote positive behaviour. It is clear that regular and meaningful contact with parents is valued by parents and pupils.

2. A guide to relationships and setting standards

(a) ***General***

The majority of pupils conform and are co-operative. Deal immediately with the few who present problems. "Problems" are normal where pupils are learning and testing the boundaries of acceptable behaviour. Our success is tested not by the absence of problems but by the way we deal with them. Don't over react - address the problem.

- ***Avoid confrontation***
- ***Listen and establish the facts***
- ***Judge only when certain***
- ***Use punishments sparingly***

Good order has to be worked for it does not simply happen

- ***Set high standards – but not totally unrealistic***
- ***Apply rules firmly and fairly***
- ***Expect to give and receive respect***
- ***Treat everyone as an individual***

Good relationships are vital and at every level. Take the initiative:

- ***Greet and be greeted***
- ***Speak and be spoken to***
- ***Smile and relate***
- ***Communicate***

(b) ***Out and About the School***

Control behaviour by taking the initiative at every opportunity. Expect to:

- ***Greet pupils and start the dialogue***
- ***Deal with any misbehaviour*** - to ignore it is to condone it!
- ***Set high standards of speech, manner and dress***
- ***Enjoy relating to pupils***

(c) ***In the Classroom***

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect. Expect to:

- ***Arrive promptly before the class and begin on time***
- ***Be prepared for the lesson***
- ***Keep everyone occupied and interested***
- ***Extend and motivate all pupils***
- ***Mark all work promptly and constructively***
- ***Set homework regularly to schedule***
- ***Encourage creative dialogue*** - confidence in discussion is important
- ***Keep an attractive, clean and tidy room***
- ***Maintain interesting wall displays***
- ***Use first names***

***Do all you can to*:**

- ***Use humour*** - it builds bridges
- ***Keep calm*** - it reduces tension
- ***Be positive and build relationships***
- ***Carry out any threats you have to make***
- ***Be consistent***

***Do all you can to avoid*:**

- ***Humiliating*** - it breeds resentment
- ***Shouting unnecessarily*** - it diminishes you
- ***Over-reacting*** - the problem will grow
- ***Giving blanket punishments*** - the innocent will resent them
- ***Over-punishing*** - keep your powder dry; never punish what you can't prove
- ***Using sarcasm*** - it damages you!
- ***Leaving pupils outside rooms*** for more than 5 minutes

(d) ***Maintaining Discipline***

Insist on acceptable standards of behaviour, work and respect. Expect to:

- Apply school rules uniformly
- Work to agreed procedures
- Insist on conformity and school uniform
- Follow up problems to their conclusion
- Establish your authority firmly and calmly
- Separate the problem from the person
- If you cannot resolve a problem, refer it on to ONE person

(e) ***Respecting the Environment***

A reputation for cleanliness, attractive rooms and well-kept grounds is essential to success.

As far as possible the visual impact should always be attractive and stimulating. Litter, damage and graffiti have no place here.

Encourage pride in the school:

- Insist on a clean room
- Teach in tidiness, encourage tidiness; keep your desk, shelves and cupboards tidy
- Leave desks in place and the board clean after lessons
- Keep displays fresh and attractive
- Organise for graffiti to be cleared immediately
- Report all damage to the bursar
- Enforce a ban on chewing
- Insist on litter-free buildings and site

What happens when an incident of bullying is reported

The aim is prevention. However, in the event of this failing, each case is dealt with promptly in a manner which is deemed appropriate to the occasion. Usually:

- An appropriate member of staff will discuss the allegation with the pupil making the complaint.
- The same member of staff will discuss the allegation with the pupil against whom the complaint is made.
- The member of staff will bring both pupils together and try to resolve the issue.
- If the issue can be resolved then support will be offered to the victim and the perpetrator. Both sets of parents will be informed.
- If the issue cannot be resolved then both sets of parents will be informed and invited to school to a meeting to try and resolve the issue.
- If the issue cannot be resolved then a warning will be put in place and the consequences of breaching that warning will be explained (e.g. an exclusion may follow if there is a repeat of the incident in the future).
- All bullying reports will be logged on the school's behaviour log for future reference and follow-up actions will be noted.
- In some cases of text message or internet bullying, the school will advise parents to contact the police.

No two cases are the same but each and every one is taken very seriously and every effort is made to eradicate the problem. This will always involve working with the parents of both the victim and the perpetrators. In this way the reasons for any bullying should come to light, the most suitable measures can be taken to prevent it happening in future and leaving those who may have been involved with a clearer picture of the situation.