



YSGOL DEWI
SANT

BEHAVIOUR MANAGEMENT POLICY

THE PRINCIPLES

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

ROLES AND RESPONSIBILITIES

The Governing Body will establish in consultation with the school council, Headteacher, staff and parents a code of conduct for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day-to-day management of the code of conduct and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.

Staff, including, teachers, support staff and volunteers, will be responsible for ensuring that the code of conduct and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the code of conduct is essential. Staff have a key role in advising the Headteacher on the effectiveness of the code of conduct and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed code of conduct and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is no differential application of the code of conduct and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the code of conduct.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school code of conduct, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

PROCEDURES

The procedures arising from this code of conduct will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear

rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

REWARDS

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

SANCTIONS

Sanctions are needed to respond to inappropriate behaviour.

A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

TRAINING

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the code of conduct.

INTERRELATIONSHIP WITH OTHER SCHOOL POLICIES

In order for the behaviour policy to be effective, a clear relationship with other school policies particularly equality of opportunity, special educational needs and anti-bullying, has been established.

INVOLVEMENT OF OUTSIDE AGENCIES

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

REVIEW

The head, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The head will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents.

The outcome of the review will be communicated to all those involved, as appropriate.

CODE OF CONDUCT

The school makes a conscious effort to avoid too many rules. **Pupils are expected to be punctual, to maintain an orderly and quiet working environment, to complete classwork and homework as required, to adopt high standards of behaviour and dress, to be courteous and considerate at all times.** Pupils who fail to observe these simple rules may be given extra work, lunchtime detention, placed on weekly report, after school detention (with 24 hours' notice), may be isolated during lessons/breaks and lunchtime, or in extreme cases be excluded from school.

The following Rewards and Sanctions System has been produced in conjunction with members of the School Council during the Spring Term 2013 and reviewed during the Summer Term 2016.

REWARDS AND SANCTIONS (GWOBRAU AND SANCSIYNAU)

It is important that Rewards and Sanctions are used consistently. Good work/effort should be praised at all Key Stages.

In the classroom.

1. Exceptional work = Reward. Rewards should be awarded for an individual's effort; this to be at the teacher's discretion. Rewards are not to be awarded if a pupil asks for one, nor for behaviour which is normally expected of a pupil e.g. sitting down and getting on with the work set. Rewards should be awarded for the process rather than the outcome.
2. Unacceptable behaviour = S/S1/S2/S3/S4/S5

W = in first instance of failure to provide homework. 'No homework' to be noted in planner.
3. One term of 95% attendance + No sanctions = **Bronze award = Certificate.** The names of all pupils achieving a Bronze will be placed in a draw for a prize at the end of the year.
4. A second term of:

95% attendance + maximum of 1 sanction = **Silver award = Certificate.**
5. Over three terms:

95% attendance + maximum of 2 sanctions = **Gold award = Certificate**

ALL AWARDS ARE SUBJECT TO STAFF DISCRETION.

S system

- The S System is used to tackle behaviour which disrupts learning.
- Poor behaviour of students out of lessons should be recorded on classcharts and the S System followed.
- The S System will allow students a fresh start every term for the purposes of rewards.

The S system will be used for any behaviour that disrupts the lesson.

S Verbal warning must be issued

S1 5 minute detention with class room teacher. S1 noted in planner and recorded on classcharts.

S2 10 minute detention with the class room teacher. S2 noted in planner recorded on classcharts

S3 15 minute detention with the class room teacher. S3 noted in planner and recorded on classcharts.

Before a S4 detention is awarded the student must have been given the opportunity to complete a behavior reflection sheet.

S4: 25 minute detention held by Head of Department or Cluster Leader. S4 noted in planner and recorded on classcharts and letter sent home to parents. The teacher will also be responsible for carrying out a mediation meeting with the pupil. If possible this should be mediated by a third party. These detentions will be carried out on a day to suit the member of staff carrying out the detention. Students who fail to attend an S4 detention will be given one more opportunity to complete the detention. Students who do not attend after the second time of asking will carry out a 35 minute detention with their Year Progress Manager. The day will be at the discretion of the Year Progress Manager. A second letter will be sent home and a separate incident recorded on classcharts.

S5: After School detention – These can be issued by Teachers/ Subject Leaders/ Form Tutors and Progress Managers for consistent non-completion of work, persistent poor behaviour, failure to attend detentions, 3 late arrivals in a week, truanting etc. A letter will be sent home and a record kept on classcharts.

Action Plan- pupils whose behaviour is of ongoing concern will be placed on an Action Plan. As part of the Action Plan pupils will be given targets for behaviour. The Action Plan will be reviewed after 6 weeks and if behaviour has not improved/deteriorated the pupil will be placed on a Pastoral Support Plan. It is essential that all paper work (pupil referral sheets) is completed if these steps are to be taken. Pupils on an Action Plan or PSP will have their targets noted in their planner and a copy will be placed on the staff room wall.

Exclusion - for a major infringement of School Rules. Parents/Carers are informed by phone and by letter, by the Headteacher, or in his/her absence, the Deputy Headteacher. Pupils are also informed by letter. On returning to School after an exclusion, pupils will be interviewed by a member of the Senior Improvement Team.

Outside the Classroom

Pupils who misbehave outside the classroom will be dealt with by the Year Progress Manager who will inform the appropriate Form Tutor. The Year Progress Manager will keep a record of all such incidents, on class charts.

Any member of staff may write a note in a pupil's Planner and on class charts for poor corridor behaviour.

1. Behaviour Report Cards (appendix 4)

These are issued by:-

Year Progress Manager / Cluster Leader / Head of Core / ALNCO / SIT.

The card is designed to check on a pupil's behaviour and effort, during every lesson, for a period of time. Staff are asked to be specific in their comment on a pupil's performance in their lesson.

2. School Detention (appendix 5)

- a) Heads of Subject, Year Progress Managers, Deputy Headteacher or the Headteacher may place a pupil in after-school detention. The file is kept in the School Office. The person issuing the detention must ensure the pupil is supervised.
- b) When a pupil is placed in detention:-
- (i) she/he must be informed personally
 - (ii) the standard letter must be POSTED to the parents at once with at least 24 hours notice;
 - (iii) the details must be entered in the detention file**
- c) Heads of Subject / Year Progress Managers must follow up absences; any pupil who has missed the detention is to be issued an additional detention.

A pupil absent for an acceptable reason will be re-entered.

Code of Conduct

Sanctions (sanction) may be issued for failure to comply with the following

- 1) Show respect to fellow students and staff at all times**
- 2) Wait to talk and do not talk over anyone at any time**
- 3) No mobile phones / electrical devices as any mobile phones/electrical devices on view in school will be confiscated**
- 4) Arrive on time and if you have an appointment elsewhere ensure that you have informed your teacher**
- 5) Be prepared for your lessons;**
 - Your planner should be open on your desk**
 - You must have the appropriate writing equipment**
 - You must have a reading book**
- 6) No chewing gum**
- 7) You must remain on task**
- 8) You must complete all homework on time**

Gwobrau (Rewards)

may be issued for the following

- 1) High quality work**
- 2) Extra effort/work completed above and beyond that required by the task set**
- 3) Helping others**
- 4) Contributions to assembly**
- 5) Contributions to class presentations**
- 6) Contributions to school events such as open evenings, friends events etc.**
- 7) Taking part in public performances**
- 8) Exceeding/Achieving academic targets**
- 9) Community Service e.g. peer mentoring, charity work etc.**
- 10) Representing the school at cultural, academic or sporting event.**