



If you can dream it...
Ysgol Bae Baglan

Ysgol Bae Baglan Discipline for Learning Policy

MONITORING AND EVALUATION OF POLICY

This policy will be reviewed annually.

Date passed by Governing Body: Oct 3rd 2018

Chairman *E.V. Laman*

Ysgol Bae Baglan aims to create an atmosphere where learning is at the heart of school life, promoting self-discipline and a proper regard and respect for others. We aim to celebrate good behaviour and make pupils aware of the high standards expected of them and their responsibilities to staff and other pupils.

Good discipline is the shared responsibility of all stakeholders within the school and enables pupils to learn in a well ordered and safe environment. The main focus of the behaviour policy is positive behaviour management. As a result our emphasis should be on rewarding positive behaviour. At the same time tackling disruption will be automated and routine, so as to de-personalise the procedure, speed it up and to provide an evidence base. Staff will be expected to discipline, control and order pupils in and around school. However, we hope the system we have will be clear and contain aspects which empower the staff to deal with behavioural issues more effectively.

All staff must implement the procedures consistently and we must work together to encourage good behaviour in our school. Any identified issues related to bullying will also involve following outlined procedures in the 'Anti-Bullying Policy'.

Rights and Responsibilities

The promotion of positive behaviour is the responsibility of all members of the school community, including parents and carers. All staff have a role to play in promoting the policy throughout the school, including through providing mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour expected from students. Not all members of the school will play the same part in this process, but each section of the community will have a specific role.

The Headteacher, with the assistance of other members of the Leadership Team, is responsible for the form and content of the policy, and for its implementation in ways that maintain a school ethos that encourages positive behaviour. All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently.

School

- Ysgol Bae Baglan expects pupils to conform to the school rules as set out in the school prospectus. The school will encourage, reward and highlight good behaviour and should pupils break the school rules procedures will be followed to ensure learning and teaching are not compromised.
- Ysgol Bae Baglan will work closely with pupils, parents and all relevant educational bodies to help pupils conform to the school environment should behaviour give cause for concern.
- Ysgol Bae Baglan will listen to pupil concerns and deal with them promptly while encouraging good behaviour and respect for others.
- Ysgol Bae Baglan will praise and promote good behaviour through the development of a positive discipline scheme.
- The governing body will continue to work with other members of the school community to review and, if necessary, revise the principles underpinning this policy.

Pupils

- Pupils are expected to conform to the school rules at all times.
- Pupil issues will be listened to and resolved through discussion at an appropriate time.
- Pupils will take personal responsibility and pride in their behaviour in classes and around the school.
- Pupils will conduct themselves up to a standard of behaviour which is regarded as acceptable at Ysgol Bae Baglan.
- Pupils have a role in shaping and promoting the school's behaviour policy. They will contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, sanctions and consequences. This will be achieved through the School Council, form time etc.

Parents

- Parents are responsible for ensuring that their child is aware of the standards expected and acceptable behaviour while in school.
- Parents will ensure pupils are in full school uniform, fully equipped and in a fit condition to learn.
- Parents can expect Ysgol Bae Baglan to keep them fully informed of concerns regarding their child's behaviour.
- They also have a role to play in advising on the continuing development and improvement of the policy.

Communicating Expectations

We want pupils to understand the school's expectations and all staff have a responsibility to ensure that pupils are aware and frequently reminded of them. The school's code of conduct will be introduced to all pupils by the Form Teacher in the first lesson of the new school year. It is crucial that staff do this with conviction and enthusiasm. The message will be reinforced by every member of staff during lessons, registration and through a series of guidance lessons. Every teacher will display posters in their classrooms. Additional posters around the school will also reinforce the message and encourage pupils to adhere to it.

Rewarding Positive Behaviour

It is expected that classroom teachers will incorporate the rules and philosophy of the policy into their classroom teaching. We have high expectation of behaviour from pupils at all times.

Praise

The issuing of praise should be a routine part of every lesson. It reinforces good behaviour and creates better relationships between staff and pupils. The principle should be "catch them at being good" instead of simply correcting poor behaviour. We also need to ensure that the way we give praise is appropriate to the pupils we are teaching. It is imperative that good, appropriate behaviour and effort receive recognition, praise and encouragement from all staff. Examples should be shared with other children, other adults in school and parents. Through encouragement and praise we aim to make children responsible for their own behaviour and achievements.

Potential reward methods include:

- Verbal praise
- Written praise on completed work
- Positive comments to other teachers, SMT
- Meeting with the Headteacher
- Letter of commendation to parents
- Reward activities
- Voucher / incentives
- Certificates
- Visual displays around the school and on the school website promoting positive behaviour.

The main rewards scheme within the school is the digital badges system which is part of Praise Points and sits within the Show My Homework app.

Important Features of the Digital Rewards System

- Recognises the wide ranging achievements of everyone.
- Responsive - Badges can be designed, criteria referenced, published and awarded by any group in school. This means that new badges can be created to respond to new school priorities.
- Consistently applied so not devalued. The digital badges are criteria referenced and locally controlled e.g. within departments, Form Teachers, Wellbeing Directors.
- Communicated to all parties and celebrated through an online portfolio and parent alerts.
- Valued - badges are a *validated indicator of accomplishment*, skill, quality or interest that can be earned in various learning environments
- Responds to the needs of all parties.
- Pupils feel involved and ownership of the rewards system. Badges can be designed, criteria referenced, published and awarded by any group in school. This could include pupil groups who would (after moderation) be able to make their own priorities and be involved in badge creation.
- In the lower School the digital badges could be complemented and reinforced with physical stickers.
- Fully inclusive – pupils, teachers, support staff, Governors can be involved in the system.

Sanctions

Discipline is a collective responsibility of everyone in the school. While this document identifies the roles of certain members of staff and standard procedures, every individual member of staff must make a determined effort to ensure good discipline inside and outside the classroom. Discipline is not the sole prerogative of certain designated members of staff. N.B. Members of staff include teaching, support, secretarial, lunchtime supervisory, site managers, cleaning and catering staff.

Encouragement and praise will prevent most unacceptable behaviour but if this fails, less serious behaviour can be dealt with by non-verbal signs - eye contact, frowning, raised eyebrows, shaking head. It can also be dealt with by 'proximity control', for example, teacher moves nearer to the pupil or the pupil is moved nearer to the teacher. The pupil might also be temporarily isolated from peers. Children must at all times be disciplined in an appropriate way, ie not humiliated in front of their peers. The expectation is that every teacher will have their own strategies for correcting inappropriate behaviour in the classroom.

Verbal reprimands should be given:

- Calmly but assertively
- Delivered succinctly and clearly
- Referring to the behaviour not the pupil
- Delivered with humour if appropriate
- Avoiding sarcasm
- Refer to the consequences of the behaviour and potential sanctions should the pupil fail to respond positively
- Avoid idle threats

Further sanctions include:

- Loss of privileges
- Detention
- Letters to parents
- Incident report sheets
- Parental involvement
- Pupil moved to sit alone or near the teacher
- Pupil given cool down time away from peers
- Continuous verbal correction
- Names put onto the board with connected escalating punishments
- Verbal explanation or reminder of the school rules and consequences of disobeying these rules
- Confiscation of banned objects
- Praise other pupils for good behaviour
- Praise misbehaving pupil for any good behaviour
- Fixed term exclusion
- Permanent exclusion

The school has developed a staged referral system (see Appendix A). This has been developed in consultation with the school's Rewards and Sanctions Working Party. It outlines the types of behavioural issues that may occur, the range of interventions that could be employed to deal with the inappropriate behaviour and the person(s) who would be expected to deal with it.

Monitoring Behaviour

The Role of the Form Teacher

The form teacher's role is paramount to monitoring the overall behaviour of their pupils during the week. They are the ones who will see the whole picture on a regular basis, and be able to detect patterns of behaviour which need intervention.

At the start of each day, every form teacher is expected to log into the SIMS system and examine the recorded incidents for pupils in their form. Form teachers should look for patterns in:

- Punctuality and Attendance
- Uniform
- Lack of equipment
- Failure to submit homework or coursework
- Low level disruptive behaviour over many subjects

As a result of their findings, form teachers may:

- Discuss issues with pupils and provide pastoral support
- Telephone parents to discuss problems
- Issue a Detention

Where there is a continued or significant problem, form teachers must complete an Incident Report on SIMS which will inform the Wellbeing Director. Form teachers should also look at the detention list to remind pupils to attend detention at the end of the day.

The Role of the Head of Department

Heads of Department are expected to monitor SIMS at least once per week to examine incidents recorded by members of staff. Their role is one of support and monitoring of their team, and to intervene with particular pupils or classes.

They will be looking for patterns in:

- Repeated lack of homework
- Repeated disruptive behaviour
- Incident Reports
- Repeated lack of equipment
- Repeated lateness to class.

As a result of their findings, Heads of Department may:

- Discuss issues with pupils and provide pastoral support
- Telephone parents to discuss problems
- Issue a Detention
- Update Incident Reports on SIMS

Where there is a continued or significant problem, Heads of Department will inform the appropriate Wellbeing/Learning Director.

The Role of the Wellbeing/Learning Director

The Wellbeing/Learning Directors will monitor SIMS daily to examine Incident Reports relating to pupils within their year group. Their time will be spent with pupils who are having significant behavioural difficulties within school and those failing to respond to the system, such as those that have had:

- Numerous incident reports
- Regular detentions
- Serious behaviour incidents

They will also:

- Discuss issues with pupils and provide pastoral support
- Telephone parents to discuss problems
- Arrange parental meetings
- Liaise with outside agencies and the SENCO
- Implement and review Pastoral Support Programme
- Issue an after school Detention
- Issue an Headteacher's Detention
- Update Incident Reports on SIMS

The Role of the Senior Management Team

Within the Senior Team, Mr Richard Rees (Deputy Headteacher – Wellbeing) will take management responsibility for the behaviour system. This will include:

- Monitoring of staff use of SIMS
- Creating and Monitoring the Pastoral Detention Rota
- Liaison with Heads of School regarding individual pupils, groups, or incidents

The SMT will also:

- Discuss issues with pupils and provide pastoral support
- Telephone parents to discuss problems
- Arrange parental meetings
- Staff a weekly Headteacher's Detention
- Exclude Pupils
- Provide support and training for teaching staff
- Update Incident Reports on SIMS

The Role of Other Staff

All Support Assistants are expected to contribute to the smooth running of our school and the discipline of our pupils. All Support Assistants will have access to the SIMS system and can record Incident Reports.

Detention Procedures

There are three detentions:

1. Breaktime/Lunchtime Detention
2. After School Detention
3. Headteacher's Detention

(Please refer to the staged referral process in Appendix A)

Detention Procedures

- All detentions must be recorded in the SIMS system when issued.
- Parents will be informed and must be given 24 hours' notice.
- Pupils placed in detention will be reminded by their Form/Class Teacher to attend.
- If a pupil fails to attend a detention, the detention will be moved to an alternative date agreed with the classroom teacher and a letter/message alert sent home to parents. The detention will be extended.
- If pupils fail to attend the second detention they will be placed in the Headteacher's Detention and a letter/message alert sent home to parents.

Breaktime/Lunchtime Detention

- The staff member who places a pupil into detention must supervise the pupils for the duration of the detention.
- Staff may wish to take their own work to complete during the detention.
- All staff are expected to attend for the whole duration of the detention.

After School Detention

- After School Detentions can be issued by Form Teachers, Class Teachers or Wellbeing/Learning Directors.
- Detention last 30 minutes and is supervised by Heads of Department, Wellbeing/learning Directors
- Parents need to receive 24 hours' notice

Headteacher's Detention

- Referrals to the Headteacher's Detention must be made via the appropriate Wellbeing Director
- The detention is supervised by SMT on a rota basis on a Thursday.
- The detention will last for 60 minutes.

Stage 1 - Class Teacher or Reg Teacher

1. Warning
2. Second Warning - Negative Perx Points
3. Detention – class teacher 10 mins. SMHW + Planner
4. Removed from class – follow up with steps 3 or 5
5. Referral to Head of Department – email referral to line manager. Record in Planner.

Stage 2 – Head of Department or Reg Teacher

6. Longer Detention 20 mins – SMHW and Planner
7. Report Card – letter home and recorded on SIMS by Admin (email them details)
8. Report Card Review – uploaded SIMS by Admin. Sent home

Stage 3 – Wellbeing Director

9. Wellbeing Director Detention 30 mins after school. Letter Home + SIMS
10. Parent Meeting + Behaviour Plan, recorded in Pastoral Diary.

Stage 4 – Head of School

11. YBBOncall for immediate removal and follow up. Initial BROMCOM report from referring teacher.
12. SLT detention 1 hour after school. Letter Home + SIMS
13. SLT multi agency action plan. (Parent Meeting + Behaviour Plan + On Report)

Stage 5 – SLT and Governors

14. Exclusion
15. Pupil Discipline Committee

STAGE/DESCRIPTION/TYPES OF BEHAVIOUR	INTERVENTION STEPS	WHO/PERSON
<p>Stage 1 Issues with attendance/punctuality, uniform, lack of equipment, non-completion of homework, low level disruptive behaviour</p> <p>Standard behaviour statement examples for SMHW:-</p> <p>Late to lesson / school Lack of homework Poor behaviour in lesson Poor attitude towards staff Lack of appropriate equipment Disruptive behaviour in class Appropriate uniform needed No Perx Planner Mobile phone out in class Not following instructions</p>	<p>1 Verbal warning by class / form teacher, name on board, teacher models positive behaviour, teacher explains rules. Proximity control. Seating plan enforced.</p> <p>2 Second warning and recorded on SMHW as a negative point with standard statement. Teacher models positive behaviour, teacher explains rules. Proximity control. Seating plan enforced.</p> <p>3 10 mins detention with teacher. Recorded in PERX planner and recorded on SMHW as detention.</p> <p>4. Temporary Peer Removal– pupil removed from class to any other member of the department / team. This is only used when pupil needs to be removed from the lesson. Staff may progress to step 5 without removal. If stage 4 used, Removal should be followed up by class teacher with step 3 or 5. Pupils should not be outside classrooms unsupervised in corridors.</p> <p>5 Referral to staff Line Manager - Referral recorded by teacher in PERX planner as Home Communication. Email Manager for stage 2 with detail. cc HOY. Escalation to stage 2 is for persistent class/form issues over series of lessons, failure to attend teacher detention, poor behaviour in peer removal lesson.</p>	<p>Class Teacher Form Teacher</p> <p>No stage 1 recorded on Bromcom. All in SMHW and PERX planner.</p> <p>Weekly monitoring of SMHW by form teachers and +ve -ve points recorded in planner by middle and upper school teachers. Lower school teachers to physical issue stickers.</p> <p>Weekly report from SMHW auto-emailed to all HOYs.</p>

STAGE/DESCRIPTION/TYPES OF BEHAVIOUR	INTERVENTION STEPS	WHO/PERSON
<p>Stage 2 Repeated issues already gone through stage 1. e.g. attendance/punctuality, homework, equipment, disruption to lessons. Failure to attend Stage 1 detentions. Truancy of lesson.</p>	<p>6. Detention with Line Manager for 20 mins (e.g. HOD / HOY). Line Manager records in PERX planner and recorded on SMHW as detention. Failure to attend this HOD detention - email HOY for stage 3 detention with detail</p> <p>Progress to step 7 for persistent, multiple issues at this level.</p> <p>7 Department / Form Time individual report card. Line Manager sends standard letter home* to inform parents about report card Report card uploaded and sent home via admin at the end of the period.</p> <p>8. Line Manager reviews report card. Parents informed of decision of review (met targets or report escalated) by sending report card home via admin.</p> <p>After failure on Red Report escalate to Stage 3 step 9 and email HOY.</p> <p>Temporary Peer Removal– pupil removed from class to another member of the department whilst on report. This is used when pupil needs to be removed for any reason <i>immediately</i> who has already been put on department or form report. Followed up by Line Manager with Stage 2 step 6 routine.</p> <p>Peer Removal– Review at RED may include pupil being referred to another member of the department / reg team for a short series of lessons / reg periods whilst on report. Record in PERX planner.</p>	<p>Head of Department Wellbeing/Learning Director Pastoral Assistants EWO</p> <p>No stage 2 recorded on Bromcom by teacher.</p> <p>*Standard letters sent via Admin. Please email details: pupil name, class, reason for report card. mpi or kpe</p> <p>Completed report cards to be sent to wke to upload.</p>

STAGE/DESCRIPTION/TYPES OF BEHAVIOUR	INTERVENTION STEPS	WHO/PERSON
<p>Stage 3 Bullying incidents, smoking</p> <p>Failure to attend Stage 2 detention</p> <p>Truancy over more than one class.</p> <p>Repeated issues already gone through stage 2.</p>	<p>9 Detention with HOY 30 mins after school. HOY calls home, recorded on SIMS by HOY as detention and incident report. Standard letter sent and recorded in PERX planner.</p> <p>10 Parent meeting with HOY. HOY calls home to arrange, Action plan recorded on pastoral diary. (e.g. whole school report card, multi-agency, psp).</p> <p>Discussion at morning wellbeing team meetings.</p>	<p>Head of Department Wellbeing/Learning Director EWO Multi agency e.g. Police, School Nurse, counsellor.</p> <p>HOY records incidents on BROMCOM and Interventions / resolutions / plans on Pastoral diary.</p>
<p>Stage 4 Failure to attend after school detention, verbal abuse, aggressive behaviour, on-going serious disruption, bullying, racist/sexualised behaviour.</p>	<p>11 YBBOnCall referral for immediate removal of pupil from class where peer removal is not appropriate – OR, serious concerns OR ongoing disruption. Discussion between staff to establish follow up punishments and at what level these are. Usually step 12, 6 or 3. Discussion at morning wellbeing team meetings. Incident report recorded on BROMCOM by teacher.</p> <p>12 Detention with HOS / SLT 60 mins after school. HOS / SLT calls home, recorded on SIMS as detention and incident report. Action plan recorded on Pastoral Diary and discussed during detention. Discussion at morning wellbeing team meetings. Any pupil on whole school report should progress to detentions at this level.</p> <p>13 Parent meeting with HOS / SLT. HOS / SLT calls home to arrange, Action plan recorded on pastoral diary. (e.g. use of BAE, multi-agency, psp,). Discussion at morning wellbeing team meetings. Referral to in-school panel.</p>	<p>Head of School SLT Teacher records incident on BROMCOM</p>
<p>Stage 5 Illicit substances, violent behaviour towards other pupils or staff, dangerous behaviour</p>	<p>14 Fixed term exclusions. Parent meeting with SLT, Governors. SLT calls home to arrange, Action plan recorded on pastoral diary.</p> <p>15 Pupil Discipline Committee discuss future.</p>	<p>Head of School SLT Governing Body</p>

