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**Behaviour For Learning Policy**

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| **Date** | **July 2019** |  |
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| **Review Date** | **July 2022** |  |
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| **Chair of Governors** | **Mr E. Griffiths** |  |
|  |  |  |
| **Headteacher** | **Mrs K. Retallick** |  |

1. **Introduction**

1.1 At Ysgol Nantgwyn we strive to create an environment, which meets the academic and pastoral needs of our pupils. We wish to create a positive climate in which pupils are respected, respect each other and are encouraged to reach their full potential to ensure future success.

1. **Pupil Support Structure**

Acting Deputy Head

Luisa Martin-Thomas

Deputy Head of Pupil Support

Mrs Kate Owen

ALNCo

Mrs Dana Edwards

Assistant ALNCo

Mrs Leah Hawkins

Behaviour Support Coach Mrs Angeline Talbot.

Senior Raising Standard Coach

Mrs Ros Ridley

9 ALN Progress Coaches

Attendance team

Michelle Williams and Claire Jenkins

1. **Ysgol Nantgwyn Ethos**

3.1 Pupils will be joining us on their own personal journey and our role as a school is to nurture their talent. We will widen their aspirations and enable each pupil to thrive. We will do this within a motivating, supportive and respectful environment that allows them to develop into mature, confident and successful young adults.

3.2 The school embraces three rules:

* To Be Ready
* To Be Respectful
* To Be Responsible

1. **Behaviour and Expectations**
   1. We want to help pupils develop a sense of self-worth, self-discipline and co-operation. Our school operates a system of rewards and consequences. These are available to all pupils for good behaviour and effort. In turn, there are approved consequences for non-compliance with school rules and agreed behaviours.
   2. In order to achieve this, we will:

* Provide a consistent approach to behaviour management
* To promote high standards of behaviour which allow all pupils to achieve their potential.
* To define what we consider to be unacceptable behaviour including bullying and to ensure that all members of the school feel valued, secure and are able to succeed.
* To encourage appropriate behaviour between all members of the school community
* To ensure all pupils are treated fairly, consistently to allow them to distinguish between appropriate and inappropriate behaviour.
* To encourage an atmosphere of mutual respect
* To promote the equality of opportunity for all

1. **Definitions**

**5.1** Misbehaviour is defined as:

* disruption in lessons, corridors in lessons, at break and lunchtime or any situation where pupils are representing the school
* non-completion of class or homework
* poor attitude
* incorrect uniform

**5.2** Serious misbehaviour is defined as:

* any form of bullying
* repeated breaches of school rules
* sexual assault, unwanted sexual behaviour which causes pain, humiliation, pain or intimidation
* vandalism
* theft
* Fighting
* Smoking
* Racist, sexist, homophobic or discriminatory behaviour
* Possession of any prohibited items such as weapons, alcohol, drugs, stolen items, tobacco, fireworks, pornographic images, any item which a staff member believes that can likely cause damage to a person of any of their property.

1. **Uniform**

6.1 All pupils are required to wear the recognised school uniform and conform to the school rules relating to behaviour. All staff are responsible for the management of pupil’s behaviour at all times in the school

**7. Staff**

7.1 Staff are responsible for implementing the behaviour policy consistently, modelling positive behaviour, providing a personalised approach to the specific behavioural needs of certain pupils, recording behaviour incidents and working collaboratively to ensure pupils achieve their full potential.   
**8. List of reward and sanctions**

8.1 Positive behaviour will be rewarded in a variety of different ways, including:

* Verbal praise and acknowledgment
* Reward points
* Text messages to parents
* Letters or phone calls home
* Pupil of the week
* Special reasonability or privileges

8.2 The school may use one or more of the following sanctions in response to unacceptable behaviour:

* A warning
* Moving positions in the classroom
* Parking the pupil in another class
* Detention at break, lunch or after school
* Referring the pupil to head of school, or head of pupil support service
* Texts, letters or phone calls to parents.
* Meetings with parents.   
  Restorative approaches
* Agreeing a behaviour contract
* Pupil report card
* Removing privileges

Note: In the event of serious or persistent breaches of the policy the graduated response will be followed. In extreme circumstances exclusions and permanent exclusions may apply.

**9. Bullying or discrimination**

9.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

* Deliberately hurtful
* Repeated, often over a period of time
* Difficult to defend against

9.2 Bullying can include:

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| **Type of Bullying** | **Definition** |
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another’s belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing. |
| Cyber Bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. |

**10. Classroom Management**

10.1 Teachers and support staff are responsible for setting the tone and context of positive behaviour in the classroom. They will:

* Create and maintain a stimulating learning environment which encourages stimulating learning
* Develop a positive relationship with pupils, which must include: greeting pupils at the start of every lesson, establishing clear consistent routine, communicating expectations of behaviour other than verbally, highlighting and promoting good behaviour, concluding the day positively and starting the next day afresh, using Class personalisation sheets to deal with low level disruption, praising in public and reprimanding in private.

**11. Behaviour management procedure**

11.1 Our behaviour management procedure has been developed through research into positive psychology, positive reinforcement and conformity. Our ethos is to “Praise in public, reprimand in private” We do not reinforce bad behaviour we only reward good behaviour.

11.2 With regard to low level disruption in lesson a consistent approach will be used across the school. Within lessons the teacher uses the following sequence with a disruptive pupil:

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|  | Types of behaviour – Suggestions | Teacher issues | Teacher action | Consequences |
| W1 | * Talking over teacher * Failure to complete tasks * Disrupting other pupils | Warning 1 | Teacher to address the issue, outline expectations and use tactical ignoring if appropriate. | Teacher monitor pupil and issues W1, SIMS updated. |
| W2 | * Persistent failure to complete tasks * Answering teacher back * Play fighting * Throwing objects | Warning 2 | W2 will be issued verbally and updated on SIMS. The teacher should move the pupil within the classroom and talk to them quietly about their behaviour. | Teacher monitor pupil and issues W2, SIMS updated. |
| W3 | * Persistent poor behaviour in lessons * Persistent defiant/disruptive behaviour * Failure to hand mobile phone/iPod etc to teacher * Foul/abusive language * Persistent defiance * Failure to be parked | Withdrawn from class | W3 will be issued verbally and updated on SIMS. and the pupil will be withdrawn in another class within the area (See faculty/school rota) | This warning will result in the pupil privileges of either break or lunch being removed. The teacher will determine which privilege.  It is the responsibility of the child to pay back the time they have disrupted either through helping the member of staff or restoring the relationship through restorative work during break or lunch.  In lower school, the pupil at Warning 3 can be placed on the timeout chair outside the office of the head of school or with a team member, until they have reflected on their behaviour and are ready to return to learn.  In upper and middle school, each faculty will have a detention and withdrawal ROTA which will be managed by the head of faculty. If detention is issued, it will need to be followed by the same teacher or if restorative is needed the head of faculty or head of school can support.  The class teacher will phone home to parents. |
| W4 | * Refusal to cooperate with member of staff on call * Physical abuse to staff or fellow pupils | Withdrawal, isolated for the lesson | W4 will be issued verbally and updated on SIMS. A pupil will be sent to reception to request on call support. | If the child fails to be parked on a warning 3 then a warning 4 will be issued verbally and updated on SIMS. A pupil will be sent to reception to request on call support. The pupil in question will be isolated either by heads of school team or the pupil support team. A phone call home will immediately take place in front of the pupil.  They will be issued with an after-school detention and restorative work with the member of staff. |
| W5 | * any form of bullying * sexual assault, unwanted sexual behaviour which causes pain, humiliation, pain or intimidation * vandalism * theft * Fighting * Smoking * Racist, sexist, homophobic or discriminatory behaviour * Possession of any prohibited items | W5 – Leadership call. | W5 will be issued verbally and updated on SIMS. A pupil will be sent to reception to request an immediate leadership response. | Warning 5 will be for serious offences. If a pupil reaches a warning 5, this will be referred to LMT and a day in insolation will take place before a possible exclusion is put in place. |

**12. Daily monitoring**.

12.1 The daily monitoring of any supply cover will be responsibility of pupil support. They will disseminate this information to heads of school who will determine any hot spots. Raising standard leaders will be expected to support those hotspots.

12.2 If a child is parked more than three times in one day, the head of school and their team will issue a detention for this child. If this repeated three times, the pupil will be isolated for the day with a reintegration plan put in place with pupil support and head of school.

**13. Parental contact**

13.1 All warnings issued are to be logged on SIMS. W3s recorded receive a phone call home from the teacher dealing with the sanction. The phone call must be recorded on SIMS.   
  
13.2 If a child receives a warning 4 and is picked up by the on-call rota’d member of staff. The parental phone call will take place immediately and the child will be given the opportunity to speak to their parent/guardian.

**14. Whole school detention system.**

14.1 There will be whole school detention every evening from 3pm until 4pm. The reflection room will be utilised for the supervision of pupils involved in a serious misdemeanour or have consistently disrupted the learning of other pupils. The isolation day will involve time in the reflection room where appropriate support will be determined.

14.2 Ysgol Nantgwyn is committed to restorative approaches and this is managed by the raising standard leader and pupil support. If a pupil commits a very serious offence they may face a fixed period of exclusion where parents will be invited to the school. They will be expected to attend a reintegrating meeting; this is to ensure that the child’s future educational needs are meet.   
  
14.3 Pupils who continuously break school rules or are guilty of serious incidents could face permanent exclusions. Exclusions are viewed as the final step in the discipline process once all strategies have been exhausted.

**14. The Travel Behaviour Code**

14.1 This is the Code of Conduct for pupils travelling to and from the school. It stipulates pupil’s rights, responsibilities, and recommendations to ensure the safety of every pupil.

14.2 All issues related to travel to and from the school will be deal with in line with the policy. Persistent issues related to behaviour whilst travelling could result in withdrawal of bus passes for agreed period of time.

14.3 Pupils have a responsibility to:

- Respect other learners, passengers, drivers and escorts  
- Respect other road users, pedestrians and residents, whether you travel by - vehicle, walk or cycle.

- When talking to your friends, on a mobile phone or playing music don’t disturb others.   
- Behave appropriately when travelling.   
- Have the correct money/pass available when needed.   
- Wait for the bus/train in an orderly manning, don’t push and shove while on getting on or off.

- For your safety and the safety of others, remain seated throughout the journey and wear a seatbelt for the duration of the journey.

- Avoid disturbing the driver or threatening the safety of vehicles and their occupants.

- Avoid throwing items around the vehicle.   
- Avoid endangering the safety of anyone travelling on a vehicle or whilst they are embarking or disembarking the vehicle.   
- Always follow the Highway Code.   
- Always follow the Green cross code.   
- Keep to the law.

**Your right when being transported:**

- To be treated fairly and with consideration and respect.   
- To be safe and feel happy and confident when travelling.   
- To have clean and tidy surroundings.   
- To tell somebody if someone or something is causing your problems or discomfort.   
- Not to be bulled or picked on.

**Behaviour Incident Reports**

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| Pupil’s Name/Year group and school: |  |
| Staff Name: |  |
| Date: |  |
| Where did the incident take place? |  |
| When did the incident take place? |  |
| What happened? |  |
| Who was involved? |  |
| What actions were taken, including any sanctions? |  |
| Is any follow-up action needed? If so, give details: |  |
| People informed of the incident (staff, governors, parents, police) |  |

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dated:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Workload Impact Assessment**

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| **Policy name:** | **Accessibility Plan** |
| **Date of assessment:** |  |
| **Assessed by:** |  |

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| The policy complies with and is consistent with the teachers’ contractual entitlements. |
| The policy and any related procedures were introduced following full consultation with the each union. |
| The policy and any related procedures include a specific statement regarding workload impact. |
| The policy has been piloted/trailed/evaluated to enable an assessment of workload impact to be made. |
| The impact of the policy and related procedures is that they have not added additional hours of working |
| The policy does not duplicate any other existing policy. |
| All policy has been reviewed in order to access whether any outdated and unnecessary. |
| The College has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment. |
| Implementation of this policy will not result in any additional meetings/activities that have not been identified within the College calendar, published and revised in consultation with the Unions. |
| All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens. |
| The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time. |