

Aims

The aim of this policy is to outline the principles which underpin Ysgol John Bright's approach to behaviour management. Promoting responsible behaviour and self discipline is essential; poor behaviour forms a significant barrier to learning and progress. To this end it will not be tolerated.

This policy promotes the following principles:

- All members of Ysgol John Bright have a right to feel safe;
- All members of Ysgol John Bright have a right to respect;
- All members of Ysgol John Bright have the right to learn and the right to teach, free from disruption, violence, bullying and any form of harassment.

As such the school will:

- Create a learning environment where all students can learn and achieve their full potential;
- Develop positive values including honesty, fairness and respect for truth and justice within a caring and nurturing environment;
- Promote self esteem, self discipline, proper regard for authority and positive relationships based on mutual respect;
- Ensure equality and fairness for all;
- Encourage a consistency of response to both positive and negative behaviours;
- Build a positive relationship with parents/carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.

Ysgol John Bright is committed therefore to creating a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared, and consistent and reflect Government legislation and current research.

Our Behaviour for Learning Policy aims to focus on the behaviours required for high quality learning to take place.

At the heart of the Behaviour for Learning Policy is the recognition by all staff that there is a responsibility to teach and model good behaviour. In order to establish and maintain high standards of behaviour amongst our students, we need to ensure that all students are clear about are expectations. Our expectations are set out in the Parental Handbook, Home Learning Planner and include the Home School agreement.

Rewards

In order to maintain good order throughout the school and to promote positive self esteem, the emphasis is on a praise culture which seeks to encourage, recognise and reward desirable behaviours, attitudes and improvements in performance at every opportunity and in all aspects of school life. At Ysgol John Bright we recognise achievement in the broadest sense and seek to reward not only academic attainment but progress, effort and personal and social development. A repertoire of rewards enables staff to foster positive behaviours.

Sanctions

Whilst the emphasis is on rewarding positive behaviour, inevitably there are occasions when appropriate sanctions are needed in the maintenance of good order throughout the school. Students who do not recognise their responsibilities are often denying other members of the community their rights which is clearly unfair.

Ysgol John Bright will not accept the following behaviours:

- Disrupting the learning of others;
- Rude or inappropriate language;
- Acts of aggression or any kind of physical violence, bullying or intimidation;
- Racist, sexist or homophobic comments;
- Vandalism;
- Illegal actions.

Students who fail to follow the school's code of conduct will inevitably face consequences.

When incidents of poor behaviour arise, the school will consider each child's individual needs. Sanctions will be applied reasonably and appropriately. The behaviour sanctions grid indicate the range of responses which can be applied. In all of our dealings with students our policy is to guide our young people into making the right choices in terms of their future behaviours. The use of sanctions should be seen in this context whilst deterring other students from similar types of behaviour.

Considerate behaviour is expected at all times and this is embodied in five simple expectations governing behaviour in lessons.

1. Arrive in class promptly with all correct equipment/books
2. Follow all instructions - the first time
3. Show respect for staff, pupils and school property
4. Do not disturb or distract others
5. No eating or chewing in class: water may be drunk with the permission of the teacher.

Sanctions in the classroom will be phased: students will have the opportunity to modify their behaviour before the next stage of action becomes necessary.

- The student will receive a reminder and verbal warning from the teacher
- A written warning will be issued followed by a short detention at break or lunchtime
- Referral to Head of Faculty or designated person to remove the student from the lesson (followed by a Faculty detention)
- SLT call out will be used if further non-compliance or serious incidence takes place.

For poor behaviour out of class, persistent lateness and internal truancy each Director of Learning runs a 30 minute detention once a week during lunchtime.

Headteacher's detention is for one hour after school - referrals include pupils who are placed in three or more Director of Learning or Head of Faculty detentions during a term and for other more serious offences at the discretion of senior staff. (A letter home is sent via students to parents giving 24 hours notice) This detention is supervised by members of the Leadership Team.

Restorative Justice

Both the Guidance Teams and School Council Disciplinary Panel holds restorative justice meetings/conferences to seek student led solutions to negative behaviours.

Reports

For continued disruptive behaviour students may be placed on report which require teacher comments on standards of behaviour at the end of each lesson. Parents will be notified when their child is placed on report and informed of the outcomes of monitoring.

Personal Support Plan

One outcome may require students to be placed on a Personal Support Plan (PSP), a school based intervention to help individual students better manage their behaviour. The PSP will identify precise and realistic behavioural outcomes for the students to work towards.

Anger management, social skills courses, mentoring or school based counselling can be organised for student who need help in these areas.

Students who receive three Head of Faculty referrals in one half term will be placed in Internal Exclusion by the SLT subject link.

Internal Exclusion

Internal Exclusion is an alternative to fixed term exclusion and is used for students whose behaviour has been detrimental to the school community and has negatively impacted on others. Students will be isolated in a designated room for a directed number of consecutive lessons. Students who are abusive/violent to staff or students will be internally excluded. In addition Internal Exclusion may be used for extreme cases of bullying or repeated truancy at the discretion of the SLT.

Repeated placement in Internal Exclusion may lead to referral to Engage.

Engage

Engage is the onsite inclusion unit which aims to provide intensive support for students who have not responded to a series of strategies and who find access to the curriculum difficult due to inappropriate behaviours. Students will be assisted in moving forward in a positive manner.

Engage may be used

to 'hot spot' certain lessons to prevent poor behaviour;

As an alternative to fixed term exclusion;

As a short term placement in an attempt to support students modify their behaviour.

Governor's Disciplinary Panel

In some cases it may be appropriate for the student to appear at a Governor's Disciplinary Panel meeting to remind them of the expectations outlined in the Home School Agreement and to have a guarantee of improvements in behaviour

Fixed Term Exclusion

The school does not take exclusion of students lightly; however, in some cases it may be necessary to action fixed term exclusion due to the severity of a particular incident. The Head teacher decides whether to exclude a student taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

After exclusion, students will only be readmitted following an interview with the Head teacher.

Alternative Provision

In some cases there will be a need to seek more appropriate provision for a student. This may be in the form of full time off site provision in a Pupil Referral Unit or a fresh start in another environment.

Permanent Exclusion

In line with Welsh Government guidelines there are circumstances where it is appropriate to consider an immediate permanent exclusion. These include:

- Serious actual or threatened violence against another student or member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Use or threatened use of an illegal weapon;
- Where the child's presence in the school represents a serious threat to others.

Bullying

Any form of bullying or harassment will not be tolerated at Ysgol John Bright. The emotional distress caused by bullying in any form can prejudice school achievement, lead to truancy and in extreme cases suicide.

Ysgol John Bright has a discrete anti-bullying policy which all teaching and non teaching staff are required to follow. The school's policy will be made available to parent/carers on request.

The school will record all racist incidents, parents/carers and governors will be informed of such incidents and the action taken by the school to deal with them.

The Governing Body will inform the LEA annually of the pattern and frequency of such incidents.

Confiscation of inappropriate items

Ysgol John Bright has the power to search and confiscate banned items

Power to use reasonable force

Reasonable force will be used where students are at risk of injuring themselves, others, school property or infringing the right of other students to learn.

Behaviour off school premises

All students are ambassadors of Ysgol John Bright and should therefore make sure they behave with respect in the community. Ysgol John Bright has the power to discipline students outside of the school gates:

- When students are taking part in any school organised activity,
- Travelling to and from school whilst wearing school uniform;
- If their behaviour poses a threat to another student or member of the public;
- If their behaviour could adversely affect the reputation of the school.

Behaviour Online

For incidents using the school network, the student will receive an appropriate sanction and attend a meeting with their parent/carer to resign the Acceptable Use Policy.

For online incidents outside of school, the parent/carer of the students concerned will be spoken to. They will be given advice on how to deal with the situation, web addresses for more information and how to report incidents to the police if appropriate. (See ICT Policy)

Illegal Substances

The bringing into school of any harmful substance is not allowed and will result in a fixed term or permanent exclusion. (See Drugs Education and Substance Misuse Policy)

Parents

Managing behaviour at Ysgol John Bright is more likely to be effective if parents/carers are genuine partners in the educational process. Parents/carers need to be assured that the school's way of managing behaviour is well thought out, fair and effective. The school will work closely with parents/carers to support every student with their behaviour.

Training

Ysgol John Bright recognises regular professional development is essential on developing the positive climate for learning and will strive to ensure that all staff have access to appropriate CPD as identified through self evaluation and individual performance management reviews.

Students respond positively to teachers who have a competence and expertise expressed in well structured, well delivered, varied lessons appropriate to student needs and ability. This policy will therefore operate in conjunction with the Learning and Teaching Policy.

Monitoring and Evaluation

This policy is a working document, subject to revision in the light of changing circumstances and the impact of actual practice.

The monitoring of behaviour within the school is an important aspect of the quality assurance process. The success criteria for the behaviour for learning policy will be:

- A reduction in the number of incidents of poor behaviour that impinge on the learning of individuals and classes of students;
- A reduction in the number of exclusions;
- The number of lessons which when observed are judged to be good or outstanding.

Ratified by Policy Committee on 5 June 2013

Signed

Chair of Governors

Review date June 2015