

Rationale

Any community requires basic rules in order for it to function effectively and our school community is no different. The young people in our care need clear unambiguous expectations, as well as clear unambiguous sanctions if these expectations are not met. Both of these must be understood by all stakeholders.

Where these expectations are upheld we seek to reward and celebrate achievement, and where these values are breached, sanctions will be applied fairly and appropriately.

Parents will be involved in this process in order to strengthen partnerships and build the relationship between the school and home. By choosing to send their child to Ysgol John Bright, parents become part of the school community and agree to support our Behaviour for Learning Policy. On entry to the school, an agreement is signed by students and parents which outlines rights and responsibilities for all.

The behaviour for learning systems are designed to support all students in achieving the school's overriding expectation of outstanding behaviour from all students at all times by providing clarity and consistency in terms of our expectations, sanctions and rewards.

Ysgol John Bright recognises regular professional development is essential in 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.

The policy will therefore:

- build upon the good practice that exists within the School;
- support effective teaching and learning;
- encourage adherence to an agreed set of principles of behaviour for the whole school community (Rights and Responsibilities);
- help members of the school community to distinguish between acceptable and unacceptable behaviour;
- contribute to promoting mutual respect and tolerance in our multicultural and multi faith school community;
- develop the inclusive nature of the School.

This policy document has been introduced following consultation with staff, students, parents/carers and governors.

- The School will communicate the Behaviour Policy to all new and existing students through its expectations, code of conduct and website as well as in assemblies, tutorials and within the curriculum, where appropriate.
- The School will communicate the policy to all teaching and non-teaching staff by providing copies of the policy through the staff training programme, electronically and through new staff induction.
- The School will communicate its policy to parents and carers annually via the School Website or upon request.

- The Behaviour Policy will be reviewed regularly by the school community and continually revised and developed in response to identified needs.

Links to other policies

- Exclusion
- Curriculum
- Safeguarding and child protection
- ALN
- Teaching and Learning
- Anti-Bullying
- Uniform

Legal Framework for this Behaviour Policy

The head teacher will determine measures to be taken with a view to:

- promoting, among pupils, self-discipline and proper regard for authority,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and otherwise regulating the conduct of pupils.

The headteacher will in determining such measures:

- act in accordance with the current statement made by the governing body under section 88(2)(a)
- act in accordance with the Education and Inspections Act 2006
- act in accordance with the Education Act 1996
- act in accordance with the School Standards and Framework Act 1998
- act in accordance with the Education Act 2002
- act in accordance with the Equality Act 2010
- act in accordance with the Education Act 2011
- have regard to any notification or guidance given to them under section 88(2)(b)
- require pupils at the school to comply with the travel behaviour code made by the Welsh Ministers under section 12 of the Learner Travel (Wales) Measure 2008.

Acceptable and unacceptable behaviour

Ysgol John Bright defines acceptable behaviour as that which promotes courtesy, co-operation and consideration towards others by all members of the school community in terms of relationships between students, between students and teachers or other school staff or between students and visitors or other persons within the school premises or outside.

Ysgol John Bright identifies name calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation, physical abuse, bullying and harassment (including racist, sexist and homophobic abuse) as examples of unacceptable behaviour. Ysgol John Bright also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable.

Ysgol John Bright communicates regularly the standards of acceptable and unacceptable behaviour to students, parents and carers through newsletters, individual letters, assemblies, tutor sessions and

PSE lessons. Ysgol John Bright communicates the standards of acceptable and unacceptable behaviour to staff through the staff training programme.

Recognition and 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. All teachers, including supply teachers, will implement the following systems to record and reward positive behaviours:

- ClassCharts is used to recognise and record positive behaviour and application
- Achievements will be recorded in ClassCharts via the classcharts achievement system
- Individual lesson comments can be recorded in ClassCharts to record positive behaviours if the staff member wishes to do this

The points recorded in ClassCharts will be used to establish which pupils deserve rewards, and their positive behaviours will be rewarded on a frequent basis using this system.

The School will monitor the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.

Classroom Management

A positive approach, a sense of humour and willingness to listen and build relationships are at the core of what we do. However, we must be consistent in applying the routines and procedures. This requires all staff to challenge unacceptable behaviour, wherever it occurs, in a calm, consistent and rational manner. Behaviour for learning at Ysgol John Bright emphasises the need to develop each child's self esteem and the importance of encouragement and praise. Students respond best to positive behaviour management. Therefore, the positive aspects of the system are the most important and we will always seek to reward students for their achievements as part of the Ysgol John Bright community. ClassCharts systems are there to support positive behaviours.

A consistent approach to the use of rewards and a positive focus on learning is critical to success. Considerate behaviour is expected at all times and this is embodied in the six non-negotiable rules governing behaviour in lessons:

Learning Expectations:

1. Follow staff instructions first time and without question
2. Remain quiet when the teacher/peers are speaking and work in silence when asked
3. Always have a polite and positive attitude towards staff and peers

General Expectations:

4. Be punctual in the morning and to all lessons with a full set of equipment
5. Walk calmly and quietly around the building
6. Respect the building and never drop or leave litter

If any of these non-negotiable rules are broken

1. The classroom teacher will issue the student with a warning.
2. If a learning expectation is not met for a second time in a lesson (including a double) then the student will be sent directly to IE and will remain there for 5 lessons (this includes break and lunchtimes).
3. The student will be expected to complete work set by their classroom teacher during their time in IE.
4. The referring teacher will be expected to come and speak with the student so that a restorative conversation can take place prior to their next lesson.
5. Parents / carers will be informed via ClassCharts that their child has been sent to IE.

If any of the six non-negotiable rules are broken in the classroom then each rule break is counted using the following warning and referrals process:

Rule broken by the pupil	Recording	Sanction	Follow up	By who
1st time in one lesson	Classcharts recording	Clear and consistent verbal warning. ALN triage at this point.		Class teacher

Same rule broken for a second time in the lesson, after verbal warning given.	Record behaviour in ClassCharts using the 'Internal exclusion' behaviour button	Referral to the internal exclusion (IE) room using the ClassCharts button. Behaviour and wellbeing manager (BWM) notified via ClassCharts.	IE DAY > SOCIAL TIME DETENTION > BWM Restorative discussion to be completed by the referring teacher on the same day wherever possible in the IE room. Triage of IE follow on issues to be completed by the BWM / DoL.	BWM Tutor (feed info back to BWM)
Three or more IE visits within a half term period	Behavioural Action Plan (BAP) Pastoral support program (PSP) to be created and recorded	Case considered by the behaviour lead DoL	Review of BAP Meeting between the pupil and BWM and / or DOL review progress and set targets	BWM and / or Director of Learning
Six or more IE visits within a half term period	Pastoral Support Program (PSP) to be created and recorded	Case considered by the behaviour lead SLT	Review of PSP meeting with the pupil / parent(s) to review progress and targets	Director of learning

In cases where the non negotiable rules continue to be broken and the sanctions in the table have not impacted beyond this point may result in the Engage unit being used to support the student and / or fixed term or permanent exclusion may result.

Behaviour incident recording and investigation

Staff will enter behaviour incidents directly onto ClassCharts using the behaviour options. However, should any incident require further investigations, and for all higher level incidents, investigation summaries must be emailed to the relevant Behaviour & Wellbeing Manager on the same day of the incident. The summary must include the full and relevant details of the incident and also include the names of any staff and/or pupil witnesses. The summary is not in itself a sanction. Staff should be mindful of this when completing them.

Student's conduct outside the school gates

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

In response to all non-criminal poor behaviour and bullying which occurs anywhere on the school premises and which is witnessed by a member of staff or reported to the School, the School can

sanction the behaviour accordingly. This includes any misbehaviour when the student is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a student of the school;
- misbehaviour at any time, whether or not the conditions above apply, that:

a) could have repercussions for the orderly running of the school;

b) poses a threat to another student or member of the public;

c) could adversely affect the reputation of the school.

In response to criminal behaviour the School will report this to the police or if it is brought to the school's attention by the police fully cooperate with them.

Travel behaviour code

Ysgol John Bright's travel behaviour code is the agreed Welsh Minister's published travel behaviour code and complies with the requirements of section 12 of the Learner Travel (Wales) Measure 2008.

The behaviour required from Ysgol John Bright pupils during travel is as follows:

- When the bus arrives, wait for it to stop before boarding
- Get on and off the bus carefully – pushing or rushing can cause accidents
- Always wear your seat belt and stay in your seat for the whole journey – it could save your life
- On a school bus, stay in your seat for the whole journey
- On a public bus, find a seat if one is available
- Store your bag or other belongings safely and out of anyone's way
- Let the driver drive without distraction during the journey
- Take care of the bus
- Never spit or smoke
- Never be rude to other learners or the driver
- Never interfere with driver controls or safety equipment
- Never throw anything in or from the bus
- Only operate the bus doors or exits in an emergency and don't get off the bus until it has stopped
- Always follow the instructions of the driver or passenger assistant
- If there is an accident, stay on the bus until you are told to leave – but leave the bus by the safest exit if it is unsafe to stay on the bus
- When crossing the road find a safe place where you can be seen by all other drivers
- Please tell a teacher, parent or driver about any bad behaviour you see

If pupil behaviour during transport does not meet these standards the School can sanction the behaviour accordingly.

Early Intervention

Ysgol John Bright recognises the importance of early intervention and preventative work in its positive reinforcement approach to behaviour management. Ysgol John Bright will take steps to encourage young people to take responsibility for their own behaviour and help them to recognise the consequences of inappropriate behaviour. Ysgol John Bright promotes positive and consistent behaviour standards within Ysgol John Bright. Parents and Carers will be contacted promptly to notify

them of any serious incidents of misbehaviour in which their child has been involved. Ysgol John Bright will take steps to identify students who may benefit from early intervention through the effective management of transition points at all Key Stages with the key stage behaviour personnel.

The School advises all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and will advise staff on the correct procedures for recording statements. The school monitors behaviour incidents in order to identify issues and trends.

Behaviour Support

The School will regularly review the support available to those individual students identified as being at risk of disaffection or exclusion. This may include:

- Mentoring - Behaviour & Wellbeing Managers can work on a 1-2-1 basis with individual students or work with small groups.
- Access to alternative curriculum – The School uses several providers in the local area.
- Teaching strategies - The Director of Learning and/or ALNCO will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition. It may be supportive to refer the student for an ALN assessment via the ALNCO.
- Planned “Time Out” - Students who experience difficulty with impulsive behaviour can be offered a Time Out card where they will leave the lesson for a short period of time and visit a designated space in the behaviour area.
- Report card - students who experience on-going behaviour issues may be issued with a report card to monitor their behaviour and to help to identify any patterns of behaviour.
- Review meeting with targets - to be completed when a student returns from a fixed period of exclusion or Internal Exclusion. The meeting will outline and review what the student has agreed to do in order to make positive choices.
- Behavioural Action Plan (BAP) – A BAP is used for those students who struggle with their behaviour. It will identify targets for the student to improve and outline the strategies and support that is being provided for them.
- Pastoral Support Programme (PSP) - The aim of a PSP (completed by the relevant Director of Learning) is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP procedure and process is designed to support those students for whom the normal school based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or permanent exclusion. The PSP must involve the student in the shared challenge of improving their behaviour and/or social skills.
- Learning linked / planned interventions - This could mean a short term intervention delivered by external agencies or a learning mentor.
- Personalised timetable - Set up for individuals to support learning or behavioural needs, this could take place through the ALNCO and/or the director of learning and/or the relevant key stage behaviour lead
- Referral to and working with external agencies - The School has excellent partnerships with TRAC, SBC, TAF and other linked external support agencies. The School will refer students if our own strategies are not resulting in a sustainable improvement in a student’s behaviour choices.
- Parental meeting - parents/carers of students experiencing ongoing behaviour issues will be contacted to discuss the issue(s) and to provide clear communication to the parent/carer to aim to resolve the issue(s).

The Behaviour and Wellbeing Team will hold restorative justice meetings/conferences to seek student led solutions to negative behaviours wherever this is appropriate.

As a school we are committed to supporting students who find aspects of their school life difficult, sometimes manifesting itself in poor behaviour. The principles of Emotional Literacy are used to help students recognise and deal with their emotions effectively. Our Behaviour and Wellbeing Team offers a range of intervention strategies that can be used with identified students. These include:

- Anger Management
- Social Skills Development
- Building Self Esteem
- Timeout

The emphasis of the support will be to bring about a change in their behaviour so that the learner is able to operate more effectively in their lessons. 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 involved in the outcomes of monitoring, and this is to be used as a supportive mechanism to guide further support and interventions.

Learners may also be placed on either a Behavioural Action Plan and / or a Personal Support Plan (PSP), a school based intervention to help individual students better manage their behaviour. The BAP and PSP will identify precise and realistic behavioural outcomes for the students to work towards.

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 improving their access to the curriculum 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.

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 managed move to another school.

Sanctions

Students have the right to expect fair and consistently applied sanctions for wrong behaviour choices which make a clear distinction between serious and minor infringements of the Code of Conduct. An appropriate sanction is one that is designed to put matters right and encourage better behaviour in the future. Thus, it is inappropriate to punish whole groups of students for the misdemeanours of a few. The School has developed and will implement a consistent range of strategies and sanctions to deal with inappropriate behaviour by students. The Education Acts of 2006 and 2011 and the Education and Inspections Act 2006 gives all schools the 'Power to Discipline'. Teachers have a statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for students, such as teaching assistants.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline students for misbehaviour outside school if it is 'reasonable' for the school to impose the sanction. Teachers have a specific legal power to impose detention outside school hours.

The power extends to other schools which a student may be attending for a particular course, and to situations where the student is not on the premises and is not under the lawful control of a member of staff, but only to the extent that it is 'reasonable' for the school to impose the sanction. It also covers sanctions for a failure by the student to comply with those previously imposed on him/her.

In determining whether a disciplinary sanction is 'reasonable' the following must be taken into account:

- whether the sanction was a proportionate in the circumstances;
- any special circumstances which are known to the person imposing the sanction, including;
 - a. the student's age;
 - b. any Additional Learning Needs or Disability;
 - c. any religious requirement affecting him/her.

The Headteacher will take account of the following principles in determining and implementing the Behaviour Policy:

- none of the School's sanctions must be degrading or humiliating;
- all rewards and sanctions must be applied fairly and consistently, for example, it is not appropriate to issue a whole class sanction for the misbehaviour of a few;
- all paid staff at the School have a statutory authority to impose sanctions (called 'disciplinary penalties' in the Education and Inspections Act 2006);
- the Headteacher has the power to withdraw the authority from individual staff or classes of paid staff;
- the Headteacher has the power to authorise any unpaid staff to impose disciplinary penalties.

The Governing Body of the School has agreed that the following 'disciplinary Penalties' may be used:

- Removal from the group/class or particular lesson on a short term basis
- Detention
- Withdrawal of privileges, including withholding participation in educational visits or sports events which are not essential to the curriculum
- Completion of work or extra work
- Carrying out a useful task in the school (community service)
- Internal Exclusion
- Fixed Term Exclusion - after exclusion, students will only be readmitted following an interview with a senior member of staff.
- Managed transfer between schools
- Permanent Exclusion - in line with Welsh Government guidance there are circumstances where it is appropriate to consider an immediate permanent exclusion.

Detentions

Members of staff who have the right to hand out detentions include teachers who work at Ysgol John Bright and in addition any other person who has the authority of the Headteacher, these include cover supervisors, learning mentors, supply teaching staff, teaching assistants and staff on duty at break and lunchtime. Detention may only be given to students under the age of 18. Those aged over 18 are requested to remain after school at their own choice. Since September 2011 parental consent is not required for any detentions. There is no longer a requirement to give parents 24 hours' notice of a detention. Teachers have a legal power to put students aged under 18 in detention, this includes detention outside of school hours. However, in order to work successfully with parents 24 hours' notice will continue to be provided wherever this is possible for all detentions after 3.00pm that last longer than 10 minutes. This is due to the circumstances of some of our students who collect younger siblings from other schools. Providing 24 hours' notice allows parents to make other arrangements. However, there are exceptions to this:

- A member of staff can contact a parent/carer on the day of the detention and inform them of the detention and they must come to a practical decision of whether it is appropriate, taking into account the circumstances of both the student and the family.
- A Director of Learning or a member of the Senior Leadership Team may make a decision to retain the student after School hours for their own safety, and this would not count as detention.

For break and lunchtime detentions staff should allow reasonable time for the student to eat, drink and use the toilet.

Subject teachers, Teaching Assistants and Cover Supervisors can set a maximum of 10 minutes for detention. Heads of Faculties and Director of Learning detentions can last up to 60 minutes. Late detention is given to any student who arrives late to school without a valid reason frequently, and this is managed by the learning team within Ysgol John Bright. Parents will be notified by letter or phone call.

Senior Leadership detentions are for 60 minutes. Parents will be notified by letter. Students will be set a senior detention if they fail to attend a Department or Year detention. Students may also receive a senior detention in the first instance if they carry out a more serious offence. Any member of staff detaining a student at the end of the day must notify the main school office in case of family contact for the student.

If a student fails to attend an after-session detention for a disciplinary offence without reasonable excuse, normally a more severe sanction should follow. This is at the discretion of both the faculty and/or linked pastoral leader. For example a Senior Detention is higher up the disciplinary sanction than a Director of Learning detention even though both may last the same duration.

For certain students a detention might never be reasonable, however poor their conduct. For example, an after-school detention could probably not reasonably be imposed on a student who lived so far from school, if the student's only means of travelling home was in a bus leaving at the end of the school day and there was no other way the student could get home. However, the onus is on parents to demonstrate any unreasonableness about the proposed detention. Simple inconvenience to a parent or student in making alternative transport arrangements would not be sufficient reason to withdraw the detention. If the student has known caring responsibilities which

mean that the detention is unreasonable then this will need to be discussed with the relevant pastoral leader.

Detentions should not be set to be completed on INSET days.

The use of force or restraint in order to control student behaviour

This does not form a direct part of this behaviour policy. Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including themselves);
- prejudicing the maintenance of good order and discipline at the school or among students receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies is any teacher who works at the school and any other person whom the Headteacher has authorised to have control or charge of students. Any physical intervention between a member of staff and a learner must be reported to the relevant safeguarding officer who will then follow the standard safeguarding procedures. Should a student require planned physical intervention then approved TIMIAN training will be delivered via a county approved course.

The right to search students

The powers to search in the Education Act 1996 enable school staff to search a student for any item if the student agrees. Formal written consent from the student is not required, it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree. The Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Should a member of staff suspect a student of carrying such items and they have refused their consent to be searched the following members of staff have the authorisation to search without consent:

- All members of the Senior Leadership Team
- Directors of Learning
- Behaviour & Wellbeing Managers

However, all members of staff can search if they believe there is an immediate risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

A member of staff conducting a search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. The power to search, without consent, enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. Should a search not reveal anything and the member of staff remains certain that a student may still

have in their possession illegal items or something they believe could be used as a weapon then the police must be called.

Any search of a student must be recorded via email to the relevant Behaviour & Wellbeing Manager and processed in the normal manner. In addition should any member of staff conduct a search without consent the member of the Senior Leadership Team responsible for behaviour must be informed, in their absence a Safeguarding Officer. Searches must be recorded even if nothing is found. Searches without consent can only be carried out on the school premises. It is important to note that a member of staff conducting a search without consent, whilst on a school trip in Wales, would be acting unlawfully.

Confiscation

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. If an item that is illegal for possession is found a member of the Senior Leadership team should be consulted in order to arrange for their disposal. If the following items are confiscated because they are against the school rules they should be placed in the behaviour and wellbeing office for parental collection. They should be clearly labelled with the students name and who confiscated it and when. Items on this list include:

- Mobile phones, tablets and other electronic devices (If inappropriately used)
- Any other item which though not dangerous or illegal would be better collected by a parent rather than returned to the student
- Large sums of money or expensive jewellery could fall into this category where the teacher deems there is a real risk of a student being robbed or assaulted for such items.

Many other items may be confiscated from students, normally because it is either against uniform requirements or it has disrupted or has the potential to disrupt learning or health and safety. Examples could include inappropriate clothing, aerosols and food being consumed during a lesson or high caffeine content energy drinks. These items can be returned to a student at the end of the lesson or day (whichever is more appropriate).

Exclusions

It is unfortunate that exclusions are sometimes required through serious breaches of the school behaviour policy, where other interventions have not resulted in a positive change or a serious one off incident. Ysgol John Bright follows the WAG exclusion guidance document and further information can be found in the school's exclusion policy.