

Behaviour Management Policy

(inc. School Uniform Policy)

Ysgol Bro Dinefwr – Document Control	
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Behaviour Management Policy

Positive behaviour management is the responsibility of all staff and the wider school community. The school operates a Restorative Practices Approach, and this underpins all strategies for dealing with behaviour in school.

All staff have received Restorative Practice training. Research demonstrates the importance of a positive school environment for students' well-being. Restorative approaches develop skills to build and maintain relationships and implementing restorative practices should result in:

- making a difference to learner behaviour in classrooms;
- creating strong working relationships between learners and staff developing calm classroom environments;
- improving relationships between staff, learners and parents/carers;
- reducing the number of issues;
- allowing learners to deal with issues which are distracting them from learning and making them happier coming to school;
- improving attendance and behaviour;
- encouraging learners and adults to take responsibility for their actions and
- creating an environment in which learners feel safe and secure.

This policy sets out the good practice that contributes to the development and maintenance of good behaviour both inside and outside the classroom, and supports the following values:

- Telling the truth
- Respecting the rights and property of others
- Showing consideration towards others
- Accepting responsibility for our own actions.

This Behaviour Management Policy aims to:

- Give clear guidance on the aims and expectations of the school regarding behaviour
- Encourage a positive attitude towards learning
- Provide a fair, courteous and friendly learning and teaching environment, free from any form of violence, bullying or unrest
- Encourage good conduct, order and self-respect together with respect towards others and to the environment
- Secure a structure of early intervention to prevent misbehaviour from escalating
- Ensure consistency by every member of staff in dealing with behavioural problems through following the policy guidelines
- Ensure effective and constant support for learners and staff
- Assist learners to succeed and to encourage patterns of good behaviour
- Ensure that every learner is treated fairly and equally
- Ensure that cases of unacceptable behaviour are suitably dealt with and that the punishment reflects the degree of misbehaviour
- Ensure that wherever possible the learner has the opportunity to atone for misbehaviour.

Learners are expected to:

- attend all days that the school is open and arrive on time to school and lessons
- take ownership for their behaviour
- behave in a reasonable and polite manner to all staff and learners
- show respect for the opinions and beliefs of others
- wear the appropriate school uniform
- conduct themselves around the building in a safe, sensible, manner and show regard to others and respect for the working environment
- care for and look after the school, the site and the equipment.
- not drop litter on the grounds
- accept responsibility for their learning
- bring equipment appropriate for the lesson
- use the Class Charts app to support learning
- follow reasonable instructions given by the teacher
- complete all class work in the manner required
- hand in homework/coursework at the time requested
- follow the school rules as set out in this policy.

All Staff are expected to:

- ensure that the behaviour policy is supported and operated in a consistent manner
- ensure that Restorative Approaches are used consistently
- deal with incidents of inappropriate behaviour by following the school's procedures
- share responsibility for general standards of behaviour in the school buildings and surroundings
- treat everyone in a consistent manner
- listen, and be respectful and courteous towards pupils
- accept responsibility for discipline within the classroom
- promote and reinforce positive behaviour in the classroom
- arrive on time to their lessons, and greet pupils at the door
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour in lessons
- deliver a suitably planned and structured lesson which meets all individual needs

Parents/Carers are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns via the Heads of Year (HOY)
- respond to concerns raised by members of staff
- ensure learners come to school correctly equipped and prepared to work
- Download and effectively use the Class Charts app. The Class Charts system provides parents/carers with live information relating to their child's attendance, positive and negative behaviours, announcement and homework.

The Governing Body will:

- Be responsible for establishing, executing and monitoring the policy to encourage positive behaviour
- Ensure that the necessary information is transmitted to learners and parents/carers

- Ensure that expectations are clear, consistent and high
- Ensure that the policy does not discriminate against any group or individual
- Support the school to maintain the highest standards of behaviour.

The Senior Leadership Team (SLT) will:

- Be responsible for the day-to-day operation and management of the policy and its strategies
- Support staff in the face of regular unacceptable behaviour from learners
- Ensure that the curriculum addresses the issue of positive and appropriate behaviour
- Organise the provision of an alternative curriculum for learners who cannot respond to normal school provision.
- Monitor rewards and consequences to ensure that their award does not infringe the principles of equal opportunity.

Curriculum

Encouraging positive behaviour is addressed throughout the curriculum:

- English/Welsh: Rights and Responsibilities, Bullying;
- RE: perspectives on moral development, rules for behaviour in different world faiths;
- Science: how behaviour is shaped and influenced, how animal behaviour is rule governed, reinforcement shaping behaviour;
- Geography: Study of discipline in other countries;
- History: changing values on standards through the ages;
- PE: the need for rules in sport, the positive use of leisure time;
- MFL: discipline systems in European schools.

The PSHE Curriculum considers issues such as assertiveness, rights and responsibilities, citizenship, and establishes and reinforces the school's behaviour policy.

Form Tutor time reinforces academic and behavioural targets and gives appropriate reminders to individual learners regarding appropriate behaviour, uniform/equipment, acceptable use of ICT and misuse of social media. etc.

Procedures for Dealing with Unacceptable Behaviour

Acceptable behaviour is:

- Showing respect for others
- Being polite, considerate and courteous
- Allowing every individual to be taught in a safe, happy and supportive environment
- Permitting every teacher to teach
- Respecting the school and its uniform

Unacceptable behaviour is:

- Being confrontational towards others
- Shouting out in class and making noises that annoy others in class
- Talking across the teacher
- Distracting other learners and preventing them from concentrating
- Chewing/eating in class
- Wandering about the classroom

- Swearing
- Being boisterous or aggressive in corridors/on the school site
- Irresponsible/silly attitude
- Bullying/Intimidating others (ref Anti-Bullying Policy)
- Refusal to comply with instructions
- Theft
- Fighting
- Bringing banned items on to the school site (ref Substance Misuse Policy)

Classroom Behaviour – behaviour for learning

Subject staff should clarify classroom rules to learners from the outset. These should

- Arriving on time to lessons
- Entering and leaving the room quietly and in an orderly manner
- Remaining in your seat (as per seating plan) unless asked to move
- Coming to lessons properly equipped and wearing correct school uniform
- Listening to instructions carefully
- Raising your hand to ask a question
- Treating others and their work and equipment with respect
- Doing your best at all times.

Behaviour outside the classroom

The following rules apply in the corridor and around the school site:

- Treat others with respect
- Walk at a sensible pace, no running or dawdling
- Follow staff instructions in corridor/outside
- Keep noise levels low, particularly where there are signs for examinations/meetings
- Keep to the left in corridors, taking care with bags etc
- Keep within the school boundaries
- Use assigned indoor areas during inclement weather

Mobile phones

Mobile phones should be switched off/on silent and stored in bags or pockets.

Mobile phones should not be used within any school building. However, staff may give consent for phones to be used for a specific task/activity to support learning.

Inappropriate usage of mobile phones in the classroom will result in staff following the *Rewards for Learning and Addressing Challenging Behaviour* system. The system is illustrated below.

Encouraging Good Behaviour

All staff should use the school's *Rewards for Learning and Addressing Challenging Behaviour* system.

'Ysgol Bro Dinefwr is committed to promoting positive-learner behaviours and actions. To achieve this goal, rewards for learning must be promoted. Similarly, restorative steps must be implemented to address negative attitudes and behaviours in our educational setting.'

This section aims to outline the internal processes and procedures utilised at Ysgol Bro Dinefwr.

Reward for Learning: positive behaviours

Learning Reward 1:

- Two points will automatically be awarded for a full week's attendance.
- At the end of each half-term cycle, learners with greater than 95% attendance will be rewarded with an additional four points.
- For learners who achieve 100% attendance at the end of each half-term, they will be awarded with an additional six
- Learners who record 100% attendance for each half-term will receive a letter of recognition from their Head of Year
- Learners who receive no negative behavioural points for each half-term will be rewarded with an additional six points

Learning Reward 2:

- Individual subjects will reward learning by assigning positive points to a key assessment task each half-term. This means that learners can achieve two positive points for each key task in each subject. It is important to note that effort and attitude underpin the awarding of these points. For example, a learner has clearly made an effort significantly above normal levels of engagement. Subject tutors will notify learners of these tasks and be responsible for awarding the points.
- Extra-curricular activities such as sports, music, arts and culture are opportunities to gain rewards for learning (two points). It will be at the discretion and responsibility of the activity leader to award positive points for learner performance and participation in extra-curricular events.
- Positive actions by learners at an extraordinary level can be awarded with three positive points.

Learning Reward 3:

- Heads of Year will hold assemblies at the end of each term to celebrate and recognise individual successes both inside school and outside of school over the academic term.
- Certificates of recognition will be presented to learners.

- Gold, Silver and Bronze awards will be distributed to learners based upon the net conduct score (positive points versus negative behavioural points) at the end of the Christmas term and at the end of the Summer term.
- Learners will receive a prestigious Platinum award based upon exemplary conduct, attitude to learning, contribution to school life and attendance at the end of each academic year.

Addressing Challenging Behaviours: negative behaviours

Procedure for managing daily classroom behaviours:

Yma i Ddysgu

Yma i Ddysgu is built upon five key expectations, each learner at Bro Dinefwr is empowered to uphold these principles to ensure that our learning environment is progressive, productive, and inclusive for all.

The Key expectations are:

Arrive on time to all lessons

Follow the seating plan

Allow staff to speak without disruption

Speak and listen respectfully

Allow yourself and others to learn

When a learner is unable to maintain the five expectations, they are indicating that they are not 'Here to Learn' and the following process will be implemented by staff.

1. If a learner fails to meet one of the expectations above, they will be given a warning, and this will be noted on ClassCharts. The learner will then be given a period of time to regulate and realign their conduct following that warning.

2. If the same learner fails to improve their conduct and breaks another expectation, they will be instructed to attend the 'Yma i Ddysgu' room. The expectation that has been broken will be noted on ClassCharts and this will send a request for the learner to be escorted to the 'Yma i Ddysgu' room.
3. Learners who have been directed to the 'Yma i Ddysgu' room will remain there for 5 lessons, including breaktime and lunchtime.
4. When practicable, restorative practice (R.P.) sessions will be held between the staff member and learner prior to a return to class.

Procedures for monitoring behaviour across subjects and departments

Background processes Stage 1:

- Weekly reports relating to incidents of positive and negative learner behaviours will be generated.
- Parents/Carers will be informed of any negative behaviour points for an individual during that week via the Class Charts app.

Challenging Behaviours Stage 2:

- Learners who cross the threshold of 20 negative behaviour points will be put onto a two-week report cycle. Parents/Carers will be informed by Heads of Year that their child is on report. The primary mode of communication for this will be a telephone call so that questions and issues can be discussed in person.
- The report type is dependent on the re-occurring (on-going) issue. For example, punctuality, engagement or conduct.
- Learners on report will be required to check-in with the Head of Year at the start of the lunch-hour each day to discuss daily progress over the cycle.
- A digital report card must be acknowledged and signed by parents/carers each evening in order to support restorative behaviours and positive progress. Parents of learners on report will be required to download, install and sign-in to the designated reporting app to facilitate an effective home-school partnership.

Evaluation & Reflection Stage 2:

- Heads of Year will discuss the outcomes of the report cycle with the parents/carers of the pupils.
- Consistent positive outcomes will result in learners being removed from the reporting cycle and returning to stage 1.
- Should significant negative behaviours continue to be displayed by a learner, parents/carers will be requested to attend school to discuss and resolve the issue in person with the Head of Year. A learner will then be required to remain on report for an additional two-week cycle.

- Following the additional two-week reporting cycle, consistent positive outcomes will result in learner being removed from report.

Challenging Behaviours Stage 3:

- Continual and persistent challenging behaviours despite several report cycles will result in an escalation to Senior leadership Team (SLT) reporting.
- A joint decision between parents/carers, Head of Year and SLT will be agreed before any learner is moved onto SLT report.
- The report type is dependent on the re-occurring issue. For example, punctuality, engagement or conduct.
- Learners to report daily to SLT during registration, at the start of lunch-hour and at 3:40pm each day to discuss report progress over the cycle.
- A digital report card must be acknowledged and signed by parents/carers each evening in order to support restorative behaviours and positive progress.

Evaluation & Reflection Stage 3:

- SLT will discuss the outcomes of the report cycle with the parents/carers of the learners.
- Consistent positive outcomes will result in learners being removed from the reporting cycle and returning to stage 1.
- Should significant negative behaviours continue to be displayed by a learner, parents/carers will be requested to attend school to discuss and resolve the issue in person with SLT. A pupil will then be required to remain on report for an additional two-week cycle.
- Following the additional two-week reporting cycle, consistent positive outcomes will result in learner being removed from report.

Challenging Behaviours Stage 4:

- Continual and persistent challenging behaviours despite several report cycles will result in the implementation of a Behaviour Support Plan (BSP) or a Pastoral Support Programme (PSP).
- Parents/Carers will be required to attend regular meetings in person with SLT to discuss progress made by an individual.

Serious incidents i.e., involving someone being harmed, serious verbal or physical aggression, drugs, alcohol or weapons involved may lead to possible/likely exclusion from the school. This may be a fixed-term exclusion or in extreme circumstances it may result in a permanent exclusion. This has to be dealt with on an individual basis at the discretion of the SLT.

External Agency Support for Learners Causing Concern

The following structures exist within the school to support learners whose behaviour continues to cause concern.

- School-Based Youth Worker (SBYW): learners may be referred to work with the SBYW in order to provide a positive influence to improve their behaviour pattern.
- Area 43 Counselling Service: is offered to learners who require additional support and whose behaviour stems from potential sources of stress or anxiety.
- School Nurse: Where behaviour may be deemed to have a medical link, a referral may be made to the School Nurse for further support.
- Emotional Literacy Support Assistant (ELSA): Plan and deliver individual (and small group) support programmes. To help learners recognise, understand and manage emotions to increase success. To develop social and friendship skills.
- Educational and Child Psychology Service (ECP): used when a learner's behaviour is having a considerable impact on their learning, and where further intervention may be necessary.
- Behavioural Support Community Team (BSCT): referrals are made to BSCT where avenues of behaviour support in school have been implemented, and where no improvement is seen.
- Cynnydd: Referrals can be made to Cynnydd who can provide Engagement Work, Careers Advice and possible Work Experience at KS4.
- Referral to the County's Inclusion Service: Inclusion referrals are made to where all other avenues of support have been exhausted and alternative educational placements are deemed appropriate with Educational and Child Psychologist support.

Physical Intervention

Ysgol Bro Dinefwr has a specific policy for physical intervention. Please refer to '*Physical Intervention Policy-use of reasonable force and searching for weapons*' for further detail.

Dangerous Behaviours

Dangerous behaviours or behaviours which have the potential to endanger the safety of the school community:

- In cases when a member of staff or Headteacher suspects dangerous or potentially criminal behaviour, the school will make an initial assessment of whether the incident should be reported to the police.
- Evidence and information will be gathered to establish the facts of the case.
- The initial investigations will be fully documented on the MyConcern safeguarding system, and the school will make every effort to preserve any relevant evidence.
- The Senior Leadership Team (SLT) will then decide whether to report the incident to police and the school will ensure that any further action they take does not interfere with subsequent police investigations.

- Parents/Carers of the learner(s) will be informed of the SLT's decision making process and rationale when there has been an agreement to report an incident to the police.
- However, the schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.
- When making a report to the police the school may be advised to submit a Multi-Agency Referral Form (MARF) to the Local Authorities Children's Services department.
- It would be expected in most cases that the Designated Safeguarding Person (DSP) (or Deputy) would take the lead in relation to the submission of a MARF.

School Uniform

Ysgol Bro Dinefwr's uniform is as follows:

Years 7 - 11

- White, long-sleeved or short-sleeved cotton shirt with collar
- Plain black knee-length skirt with white socks/black tights (*tight elasticated skirts, overly short skirts or pleats are not allowed*)
- OR plain black straight-leg school trousers with black or white socks (*narrow-leg, flared leg, jeggings, leggings or jeans are not allowed*)
- School jumper with school logo
- Bro Dinefwr School tie
- Black shoes (no high heels)
- Dark-coloured shower-proof outercoat
- School PE kit (shorts or leggings and T-shirt with hockey/rugby socks, PE hoodie)
- Trainers suitable for Astroturf/gym/sports hall

Year 12/13 Uniform

- White Shirt
- Ysgol Bro Dinefwr VI Form Tie
- Light Grey pullover with Bro Dinefwr VI logo
- Black trousers or skirt
- Black shoes (no high heels)
- Plain, dark-coloured socks with trousers
- Black tights with skirt

General Appearance:

- Uniform should always be neat and clean
- Ties should be neat and clearly visible
- No hoodies to be worn during the school day
- Trainers or canvas pumps should not be worn to school
- Hair should not be of an unnatural colour or extreme style
- Jewellery should be kept to a minimum

- Earrings should be kept to one pair, small studs only
- No ear-stretchers
- No facial piercings
- No visible tattoos

Form Tutors are responsible in the first place for any deficiencies in school uniform such as:

- no tie
- hoodie
- trainers etc
- jeans etc

Form Tutors should check a learners' uniform daily and sign any notes received from parents/carer about uniform matters. (e.g. jumper in wash/shoes broken etc). Ties should be neat and clearly visible.

No trainers or hoodies to be worn during the school day. Form Tutors should confiscate any inappropriate items in the morning and pass to the Adfer department (please ensure that the item is labelled) for collection at the end of the day.

There is a clear pathway on Class Charts to note down the deficiencies, and Form Tutors should make use of these. Information will be relayed to parents/carers via the Class Charts app. Form Tutors should refer anything else (hair etc) to the Heads of Year. Form Tutors should give learners time to resolve the problem and consider the costs of some items when dealing with individual cases.

Subject Teachers are responsible for the neatness of uniform in lessons, for example shirts in trousers/skirts etc. There is no need to note this on Class Charts. There is an exception for P.E/Games lessons whereby staff can apply negative behaviour points for 'No P.E kit'.

All members of staff are responsible for the neatness of uniform on the school site during break and lunch.

Conclusion

This policy should be used in conjunction with the school's Additional Learning Needs policy, Anti-Bullying Policy, Equality Policy, Learning & Teaching Policy and Attendance Policy, Use of Mobile Technology Policy, e-Safety Policy.

This policy has been drafted using Section 88 of the Education and Inspections Act 2006, revised 2010; School Effectiveness Framework; Welsh Government 'Behaviour Management Handbook for Secondary Schools: Practical Approaches to Behaviour Management in the Classroom 086/2010; Welsh Government Inclusion and Pupil Support, Section 3: A Whole-School Approach to Behaviour and Attendance DfES Advice on whole school behaviour and attendance policy 0628-2003 R.

Signed:

Chair of Governors: _____ **Date:** _____

Headteacher: _____ **Date:** _____