

# 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 pupil behaviour in classrooms;
- creating strong working relationships between pupils and staff developing calm classroom environments;
- improving relationships between staff, pupils and parents;
- reducing the number of issues;
- allowing children to deal with issues which are distracting them from learning and making them happier coming to school;
- improving attendance and behaviour;
- encouraging children and adults to take responsibility for their actions and
- creating an environment in which students 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 staff and pupils
- Assist pupils to succeed and to encourage patterns of good behaviour
- Ensure that every pupil 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 pupil has the opportunity to atone for misbehaviour.

Pupils are expected to:

- attend all days that the school is open and arrive on time to school and lessons
- accept responsibility for their behaviour
- behave in a reasonable and polite manner to all staff and pupils
- 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 Student Planner 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 and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns via the progress leaders
- respond to concerns raised by members of staff
- ensure pupils come to school correctly equipped and prepared to work

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 pupils and parents
- 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 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 pupils
- Ensure that the curriculum addresses the issue of positive and appropriate behaviour
- Organise the provision of an alternative curriculum for pupils 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 PSE 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 pupils 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 pupils 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 pupils 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.

Staff and pupils to follow 'Sylfaen Bro Dinefwr' as a basis for good Classroom Behaviour (Appendix 1)

### **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 of/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.

Pupils should be asked to put the phones away. If they refuse to do so, then staff will confiscate the phone and send it to Cyfle. Pupils will need to collect the phone from Cyfle at the end of the school day.

### **Encouraging Good Behaviour**

All staff should use the school's reward system in order to encourage good behaviour in the first instance. Pupils are awarded achievement points for the following:

- Consistently good behaviour and courtesy
- Good work
- Good effort
- Good attendance

- Contribution to extra-curricular activity.

### **Procedures for dealing with incidents of poor behaviour**

All behaviour and achievements are recorded on SIMS by all staff. Basic behavioural procedures remain in place as outlined below. Specific details regarding the noting of incidents on SIMS is included in the section 'SIMS Behaviour Module, Guidance for staff'. All staff should follow the Code of Conduct when dealing with behavioural incidents (Appendix 2)

Behaviour is initially the responsibility of Subject Staff during lessons. The following procedure should be followed when dealing with challenging behaviour:

- Warning - ask a pupil directly to stop what they are doing/change their behaviour (you might move them in the class)
- Note their behaviour on SIMS stating briefly details of their behaviour. This information will be sent to parents automatically by the SIMS Parent App.
- If the situation persists, call for a member of the Cyfle team to deal with the situation. Staff should not leave their class unattended to look for a Cyfle staff member, and pupils should not be sent directly to Cyfle. Progress Leaders should not be involved in behavioural incidents during lesson times.

Cyfle staff will attempt to resolve the situation using Restorative Practice so that the pupil can return to class and continue with learning. Cyfle staff may decide to remove a pupil and will inform staff of this. They will then decide on appropriate further sanctions

All staff are responsible for behaviour management outside lesson times. If a pupil does not respond positively to a member of staff, then direct referral should be made to Cyfle staff for follow-up.

Heads of Department and Progress and Well-Being Managers should liaise in cases where behaviour and/or underachievement are persistent and impacting negatively on performance.

Staff should call Cyfle or SLT directly in cases of high-level disruptive behaviour that poses a risk to the safety of others.

### **Consequences**

In the first instance, Staff should attempt to resolve any issue through a Restorative Practice (RP) approach. Consequences should be applied if this is deemed appropriate following an RP approach.

Possible consequences are:

- SIMS Behaviour note: Quick entry through registers, or further details through 'Behaviour Management'. Quick entry does not allow for comments about behavioural incidents
- For the following sanctions, an incident may be initially recorded through Quick Entry, but further details are required through Behaviour Management route. Behaviour notes are key in managing pupil behaviour and underachievement - it is

very difficult to escalate sanctions or to monitor ongoing behavioural difficulties or difficulties with work if there is no evidence on SIMS in the first instance.

- Each Faculty/Department should have strategies in place for dealing with pupils who fail to complete work/bring equipment etc. Heads of Department only should refer to Pastoral Staff/Progress and Wellbeing Managers for dealing with such incidents if a problem persists.
- Adfer: Each block runs their own Adfer (detention) during lunchtime for pupils who need to complete work, or for misbehaviour. This is logged on a central 'Adfer' sheet. Cyfle run a lunchtime detention for pupils who have been dealt with by Pastoral Staff.
- Cyfle: Pupils may be placed in Cyfle (Inclusion Base) for a specified length of time as decided by Pastoral Staff/SLT. Pupils must follow the rules set out in Cyfle to satisfactorily complete their time without incurring further consequence.
- Fixed-Term and Permanent Exclusions: These are implemented by the Headteacher only.

### **Examples of unacceptable behaviour and possible consequences.**

This is not a tariff, and each case must be dealt with in context. Consequences will be applied fairly in accordance with WG guidance and exclusion used when no other alternatives are available and should be applied only if a Restorative Approach has been implemented.

Low-Level Disruption/Minor Incidents: These incidents are dealt with by the classroom teacher and include, for example: throwing paper; calling out; chewing; not following instructions; incomplete class work; no homework; lack of equipment etc

Consequences could include:

- verbal warning
- moving seat in the classroom
- SIMS Behaviour note
- short break-time detention
- sent to a temporary alternate space (supervised by an adult e.g. Heads of Department classroom)

Persistent incidents, or incidents of medium severity: These incidents must be recorded on SIMS and passed to Cyfle if there is no resolution. Unacceptable behaviour in this category includes: Persistency of minor incidents as above; rudeness to staff; verbally aggressive behaviour to another pupil; being continually off-task.

Consequences could include:

- meeting with pupil
- departmental detention
- referral to Cyfle for further action

Serious Incidents: Serious incidents are dealt with by the Cyfle and/or SLT and include truancy from school & lessons; extreme rudeness to staff; aggressive behaviour; smoking; refusal to comply with other sanctions; theft; bullying.

Consequences could include:

- contacting parents/guardians
- placement on Daily Report
- Lunchtime Detention
- Internal exclusion (Cyfle)
- Fixed-term exclusion

Very Serious Incidents: These incidents are dealt with by SLT. They include: persistency of any of the above; serious incidents of bullying; sexual contact; racial/sexual harassment; fighting; bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive); involvement with drugs or alcohol; Physical or verbal aggression to a member of staff.

Consequences could include:

- Contacting parents/guardians
- fixed term exclusion
- permanent exclusion
- Police involvement

Note: The Headteacher (or a member of the SLT deputising for the Headteacher) is the only member of staff who can sanction a fixed term or permanent exclusion. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Excluded pupils are provided with work for the duration of the exclusion.

On their return to school following a fixed term exclusion, pupils will meet with a Pastoral Support Officer and/or Progress Leader/member of the Leadership Team when a reintegration support meeting will be held.

### **Monitoring Behaviour**

Unacceptable Behaviour is monitored by Pastoral Support Staff in Cyfle. A detailed record is kept of incidents on SIMS and actions taken as a result. Cyfle, Progress and Wellbeing Managers meet weekly to discuss pupils and appropriate support/action is agreed. There is a 4-stage approach to managing behaviour:

1. Stage 1 – Form Tutor monitoring
2. Stage 2 – Cyfle monitoring – to include Individual Behaviour Plans and external agency involvement
3. Stage 3 – Progress and Wellbeing Manager monitoring – to include Pastoral Support Plans where behaviour and wellbeing is impacting on progress
4. Stage 4 – SLT monitoring, to include external agency referrals

### **Supporting Pupils Causing Concern**

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

- Youth Worker: pupils may be referred to work with the Youth Worker in order to provide a positive influence to improve their behaviour pattern.



- Area 43: Counselling Service is offered to pupils 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
- Educational Psychology Service: used when a pupil's behaviour is having a considerable impact on a pupil's learning, and where further intervention may be necessary
- Behavioural Support Community Team: 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 Psychologist support.

## 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 or jeans are not allowed.*
- Duck-egg blue V-neck school jumper with charcoal grey collar stripe and school logo  
OR Charcoal grey V-neck school jumper with duck-egg blue collar stripe and school logo
- Bro Dinefwr School tie
- Dark-coloured shower-proof outercoat
- School PE kit (shorts or leggings and T-shirt with hockey/rugby socks)
- 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 on the sleeve OR
- Black trousers or skirt
- Black shoes (no high heels)
- Plain, dark-coloured socks with trousers
- Black tights with skirt

### Optional Items

- Gum shield advisable for rugby/hockey

### 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 pupils' uniform daily and sign any notes received from parents 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 Cyfle (please ensure that the item is labelled) for collection at the end of the day.

There are 5 clear stages on SIMS (Behaviour points) to note down the deficiencies, and Form Tutors should make use of these. Form Tutors should refer anything else (hair etc) to the Progress and Wellbeing Manager. Form Tutors should give pupils time to resolve the problem and consider the costs of some items when dealing with pupils.

**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 SIMS.

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

**Progress and Wellbeing Managers** are responsible for pupils who reach stage 5 for school uniform on SIMS, or for any pupil who has inappropriate hair etc. The PWM will refer to members of SLT if necessary.

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:** \_\_\_\_\_

**Head teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_