

# BRECON HIGH SCHOOL



## Pupil Discipline and Good Behaviour Policy 2016/18

<b>Author</b>	TG
<b>Agreed By</b>	Governors on 15.03.16
<b>Review Date</b>	03/2018

## **AIMS AND OBJECTIVES**

Good behavior makes effective teaching and learning possible. A school depends on people behaving in certain ways to achieve its purposes. Obviously, a school's central purpose is that pupils learn. Developing acceptable pupil behaviour is the responsibility of all members of staff. This policy clarifies the implementation procedures to manage behaviour incidents and consequences during the school day, providing behaviour management strategies that address pupil's needs. Where relationships between staff and pupils are good, pupils work purposefully and willingly. Poor behaviour is rare and when occurs will be challenged consistently by all staff. The aim of this policy is to reduce the use of sanctions to a minimum and make extensive use of verbal encouragement and praise alongside the school's rewards systems.

## **ROLES AND RESPONSIBILITIES**

Promoting positive behaviour is the responsibility of the school community as a whole. If it is to be implemented comprehensively, it should also define specific roles, including that of:

- a) The **governing body** in defining the principles underlying the school's behaviour and attendance policy.
- b) The **head teacher** in framing a policy which establishes an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race and disability equality, and, with other members of the senior leadership team, organising support for implementing the policy;
- c) **Staff** (including support staff and volunteers as well as teachers) in ensuring that the policy is consistently and fairly applied, including to all groups and communities, that pupils are taught how to behave well and are encouraged to attend punctually and regularly. As well as providing mutual support and in modelling the high standards of behaviour and punctuality expected from pupils;
- d) The **governing body, head teacher and staff** in ensuring that all aspects of the school's behaviour and attendance policy and its application promote equality for all pupils. This should be backed up by monitoring of rewards and sanctions, to ensure that their distribution does not detract from equal opportunities principles. The Race Relations (Amendment) Act 2002 helps to ensure that policies and practice address the needs of all communities through giving public bodies a statutory duty to promote race equality;
- e) **Pupils** in shaping and promoting the school's code of conduct and supporting staff and other pupils. This could include being involved in peer mediation and counselling schemes, as well as reporting incidents of bullying, and other misbehaviour or reasons for truancy. Effective policies pay attention to the pupils' priorities and draw upon consultation with them. School councils have a key role to play and in particular would usefully raise the issue of bullying each year and discuss the progress that has been made in tackling it;
- f) **Parents and carers** in taking responsibility for their child's attendance and their behaviour inside and outside the school working in partnership with the school to maintain high standards of behaviour and attendance, and in contributing to the policy through consultation;
- g) Key **LA Officers** such as education welfare officers assigned to the school and members of behaviour support services in their role as advisers supporting the

behaviour and attendance of all pupils and specialised support work for individual pupils; and

- h) The **school's partners** in external organisations such as social services, health services, Careers Wales, the police and voluntary organisations.

### **POLICY PRINCIPLES**

Our principles are based on;

- **Respect for self**
  - **Respect for others**
  - **Respect for the environment**
- 
- We expect all members of the school community to show **courtesy** towards, and care for, each other at all times.
  - We believe that everyone in the school is of equal value and deserves an **equal opportunity** to achieve their full potential reducing, where necessary, the risk of disaffection.
  - We believe that everyone in the school should have **high expectations** of themselves and show respect for themselves and others.
  - We seek to achieve **positive relationships** with and between pupils in an environment where achievement of every kind is valued and **where praise and encouragement are the norm**.
  - We expect everyone to work hard, to give of their best and to **respect** everyone's entitlement to work without disruption.
  - We believe in **fair discipline**, consistently applied, taking into account individual circumstances and the needs of individual pupils.
  - We believe that **every member of staff has primary responsibility** for managing the behaviour of pupils within his or her class.
  - Our ultimate goal is to ensure that pupils become **caring and responsible citizens with a well-developed and sound code of personal behaviour**.
  - We should always attempt to **preserve the self-esteem** of the individual. Comments and action should address the misdemeanor and not be aimed at the individual.
  - We should seek '**best for both**' solutions that allow all involved to extricate themselves from situations with their dignity intact.
  - See Appendices 3 and 4 for further help and guidance

## **PUPIL CODE OF CONDUCT**

In order for the school, like any institution to run smoothly we need a code of conduct, which we should all adhere to. Our code of conduct is based on the principles that we show respect and care for:

- Ourselves
- Others
- Our Environment

We need a set of rules that will help us to adhere to the Code of Conduct. These will be shared with pupils and displayed in all classrooms.

### **Respect for self and others**

- 1** Full school uniform should be correctly worn at all times and rules about hairstyles and facial piercings should be adhered to.
- 2** We should:
  - arrive in school and lessons on time and follow correct procedures if we don't.
  - have the correct equipment and planners for all lessons.
  - prepare for work promptly at the start of all lessons.
- 3** Movement around the school should be purposeful and quiet.
- 4** To allow for safe movement we should keep to the left in corridors.
- 5** Instructions should be followed without question.
- 6** Nothing, other than water, should be drunk and nothing should be eaten by anyone in lessons.
- 7** Mobile phones, MP3 players should be switched off and not used in lessons.
- 8** We should stay on school site unless we have permission to do otherwise and then we should sign out at the reception.
- 9** We should never be in possession of anything in school that could be described as an offensive weapon or any illegal substances.

### **Respect for the environment**

- 10** All litter should be placed in bins to maintain and improve the school grounds.
- 11** At the end of a lesson the classroom should be tidied with chairs/stools placed under tables and any rubbish placed in bins.
- 12** Paths and walkways should be used to avoid wear and tear on the grass.
- 13** Care should be taken not to walk mud into buildings.
- 14** Chewing gum should be placed in outside bins.

## PUPIL REWARDS - GOOD LEARNING BEHAVIOURS

What do we want from our pupils?

- That they attend
- Arrive on time
- Are well equipped
- In full uniform.
- That they behave in a manner which allows learning to take place and work to the best of their ability.

**Our Reward System relies on a % of Clean Slates. By avoiding detentions pupils will be rewarded. They will also be nominated by subjects/faculties in recognition of their attitude.**

**Rewards will include:**

- Praise
- Merits / Positive Achievement Notes / Sixth Form Credits
- Merit Certificates and Merit Awards
- Attendance Rewards
- Commendation Letters
- Form Prizes
- Academic Prizes
- Special Prizes
- Trips/Activities
- Prom (Year 11 only)

**Praise**

Praise should be given wherever possible. Staff should note that effective praise is given on a ratio of 4:1 and that opportunities for praise should be sought outside the classroom as well as within.

	HALF TERMLY	END OF TERM	END OF YEAR
<b>Commendation Letters</b>	*		
<b>Merit Certificates</b>		*	
<b>Attendance Rewards</b>		*	
<b>Form Prizes</b>			*
<b>Academic Prizes</b>			*
<b>Special Prizes</b>			*
<b>Clean Slates</b>			*

Commendation Letters will be issued to pupils at the end of each half term. These will document all their positive contribution to school life which have resulted in them being awarded Merits/Positive Achievement Notes/Sixth Form Credits by staff  
 Each term, there will be a Merit Assembly/Evening during which Merit Certificates and Awards will presented. Attendance prizes will also be awarded at the end of each term with rewards given for 100% attendance. At the end of the academic year, the school will hold a Celebration Evening during which Form, Academic and Special Prizes are presented

## Year 11 Prom

Attendance at the Year 11 prom will be at the discretion of the Progress and Guidance Manager for Year 11, in consultation with SLT with careful consideration against set criteria.

## Clean Slate Rewards

These will take place at the end of academic year and be organised by SLT.

## Sanctions

A pupil whose behaviour is consistently poor may be excluded from reward activities.

## PUPIL BEHAVIOUR INCIDENT PROCEDURES

It would be impossible to describe every scenario or to write a prescriptive response for every incident. However, a staged approach within clear parameters provides a structure in which incidents can be dealt with at an appropriate level ensuring promptness and consistency (See attached Behaviour Level Chart).

### General Classroom Problems

- Failure to conform to acceptable standards of behaviour
- Failure to complete work on time or to an acceptable standard
- Failure to complete homework to an acceptable standard

Primary responsibility must be for staff to discipline pupils themselves in the least intrusive manner possible rather than passing issues on to other members of staff. This ensures that the consequence is more likely to be linked to the misdemeanour in the pupil's mind and is therefore more likely to modify pupil behaviour. It is essential that a consequence, once issued, is seen as inevitable by staff and pupils. Members of staff should always try to resolve the following problems themselves in the first instance using the range of strategies available to them. Documented evidence recorded on SIMS is essential at all stages of the procedures.

Behaviour incidents are levelled based on their severity and the associated intervention is matched according to the scale of the behaviour incident. Guideline for how, and by who, various behaviour incidents should be dealt with are set out in the Behaviour level chart which is on display in all classrooms

Behaviour Level	Examples	Who Deals with it?	Intervention	Who should I inform?
<b>LEVEL 1</b> (Low level / occasional / sporadic instances of disruption to learning or not following the expectations of the school)	Uniform breach; lack of equipment /planner; lateness to lessons/ school; Inadequate work; minor defiance e.g. not following initial instructions or off task behaviour; Mobile (accidental); damage to property – accidental; verbal abuse – pupil, Bullying – minor e.g. name calling, unwanted physical	<b>RESPONSIBILITY OF ADULT(S) INVOLVED OR PRESENT</b>  Dealt with in class or in setting	Discuss the issue with the pupil  <b>Other possible actions:</b> - Verbal reprimand – to include an explanation of the consequences of repeating the behaviour - Compliance	Enter onto SIMS (so Form Tutor is informed)  Parents/ carers if necessary

	<p>contact; minor disruptive behaviour e.g. distracting other pupils; insolence; Failure to complete homework; missed detention; Truancy (first offence); Offsite;</p>		<p>time, noted on board with time reduced if behaviour improves</p> <ul style="list-style-type: none"> <li>- Revised seating plan</li> <li>- Note in planner</li> <li>-</li> <li>- Verbal/written apology</li> <li>-Cooling off period</li> <li>- community service</li> <li>- detention (break or lunchtime)</li> <li>- letter/phone call home</li> <li>- Form Tutor report</li> </ul>	
<p><b>LEVEL 2</b> (Persistent breaches / escalation of Level 1 behaviours and refusal to comply with expectations of the school)</p>	<p>Issues relating to health and safety (smoking, happy slapping, behaviour likely to cause injury or upset); bullying, refusal to attend detention; internal truancy; continued non-compliance/defiance;</p>	<p><b>RESPONSIBILITY OF ADULT(S) INVOLVED, HEAD OF DEPARTMENT AND/OR PROGRESS AND GUIDANCE MANAGER</b></p> <p>Dealt with as soon as possible after incident</p>	<ul style="list-style-type: none"> <li>- Form Tutor report</li> <li>-subject report</li> <li>- PGM report</li> <li>- HOD/PGM detention</li> <li>- contact home (HOD or PGM)</li> </ul>	<p>Enter onto SIMs (so Form Tutor is informed)</p> <p><b>Classroom incident should be referred to HOD</b></p> <p><b>Out of class incidents should be referred to PM</b></p>
<p><b>LEVEL 3</b> (Escalation of level 2 behaviours and persistent confrontational defiance of the expectations of the school)</p>	<p>Violence, continual non-compliance with report; leaving a classroom without permission; stealing; abusive/threatening language and behaviour; severe repetitive non-compliance with school expectations; deliberately endangering the safety of others; extreme/intended verbal or physical</p>	<p><b>RESPONSIBILITY OF ADULT(S) INVOLVED TO USE 'ON-CALL'</b></p> <p><b>ON CALL AND REFERRING ADULT(S) TO LIAISE WITH HODs, AND PGM</b></p> <p>Dealt with immediately</p>	<ul style="list-style-type: none"> <li>- contact home</li> <li>-Meeting with parents</li> <li>- Pre Isolation report (PGM)</li> <li>- SMT detention</li> <li>- Isolation Report (PGM)</li> <li>- Intervention Room</li> <li>- Internal Suspension</li> <li>- Set up IBP</li> <li>- CAF referral</li> </ul>	<p>Enter onto SIMs (so Form Tutor is informed)</p> <p>Inform HOD and PGM</p> <p>Parents / Carers</p> <p>Agencies involved with family</p> <p>PCSO's if</p>

	breach of equality		- Referral to PCSO's - withdrawal of pupil's privileges (e.g. trips/activities)	appropriate
<b>LEVEL 4</b> (Escalation of level 3 behaviours, extreme and open defiance of school expectations)	Assault on pupil; Assault on staff; carrying / use of weapon; Illicit substance; Theft; repetitive abusive / threatening language to staff; Total refusal to co-operate	<b>RESPONSIBILITY OF ADULT(S) TO INFORM 'ON-CALL' or SLT</b>  Dealt with immediately	- Set up PSP - Contact home by telephone (PGM / SLT) - Restorative meeting - Internal suspension - Governor's Discipline Panel - Managed Move - Alternative Provision - Fixed Term or Permanent exclusion - Meeting with PCSO's	Enter onto SIMs  All staff involved with pupil and parents/carers  PCSO's if appropriate  <b>If in classroom, call 'On- Call'</b>  <b>If outside classroom, inform nearest SLT</b>

On call should only be used in cases of a serious health and safety risk or after internal withdrawal.

An IBP or a PSP (where a pupil persistently flaunts the code of conduct) may be initiated following discussion between Wellbeing and SLT Link

All bullying including cyber-bullying will be dealt with under the school's anti-bullying policy. Exclusion will be used as per appropriate Welsh Government Documentation

## **PUPIL DETENTION SYSTEM**

Class teacher and Departmental detentions are to be given at break time and lunchtime and are to last no more than 15 minutes.

If a pupil fails to attend then they are placed in PGM detention which will last 20mins. Parents are informed by text where their child has been referred to PGM detention. The text is sent out at 4pm on the evening prior to the day on which the PGM detention is due to be served. Parents are also informed by text if their child fails to attend PGM detention.

It is vital that ALL detentions are logged in the appropriate place in SIMS and that their attendance or non-attendance is recorded at the time of the detention.

Lateness detention is set where pupils have been late on two or more occasions within a week or where they have 'clocked up' more than 20mins lateness within a week. On the first occasion a warning letter is sent to parent. For any subsequent lateness, pupils are issued with a 30 min after school detention. Parents are informed by letter and given at least 48 hours' notice of this detention. If pupils serve five 30 min lateness detentions and there is no recognised improvement in their punctuality, any further lateness detentions will last 1hr 15mins.

SLT detentions are held once a week. These are after school detentions which last 1h 15mins. Parents are informed by letter and given at least 48 hours' notice of this detention.

Where pupils repeatedly fail to attend PGM, Lateness or SLT detentions, parents will be informed, in writing, that their child is at serious risk for fixed term exclusion.

### **Personal Detentions**

The member of staff issuing the detention instructs the pupil to record it in their planner.

### **Internal Withdrawal**

Internal withdrawal should only be used when a pupil does not respond appropriately to the full range of classroom strategies and agreed in consultation with the appropriate TLR Holder. The pupil should be sent with their work and a note to the receiving teacher and an appropriate sanction issued. Subject/area TLR holders are responsible for producing internal withdrawal timetables.

### **On Call**

On call should only be used for very serious breaches of the code of conduct or when classroom strategies and internal withdrawal have proved to be unsuccessful. Staff requiring a call out should phone Well Being. The member of Well Being staff responding to call outs will decide whether to reintegrate the pupil into the lesson or to remove the pupil to isolation. An appropriate sanction must always be applied following discussion between the class teacher and the member of Well Being staff responding to the call out.

### **Consequences**

A pupil should only be removed from a lesson to isolation when all other strategies have been exhausted. Pupils will write a letter of apology before either completing work from the lesson or work provided by consequences staff. The member of staff on duty will record the

child's name, the reason for consequences and the name of the SLT member who referred them to consequences. The pupil's parents are phoned and mobile phones placed on the staff desk. Pupils must never be left alone in consequences and should be in full view of the member of staff and throughout their stay.

### **Travelling to and from School**

The Welsh Assembly Government has produced a Travel Behaviour Code and School Bus Travel Behaviour Code as part of the Learner Travel (Wales) Measure 2008. This has been reinforced by the Safety on Learner Transport (Wales) Measure 2011. All of these are taken into account within the Good Behaviour Policy (See Appendix 1 and 2)

### **Other related policies / documents**

**Pastoral Policy**

**Anti-bullying policy**

**Home School Agreement**

**Equal Opportunities Policy**

**Strategic Equality Plan**

**Attendance Policy**

**Teaching and Learning Policy**

**ALN School Policy**

**Substance Misuse Policy**

This policy will be evaluated and reviewed annually by the SLT and Governors.

## **Appendix 1**

### **The Pupil Travel Guide**

#### **Your Responsibility**

- Always respect others, including other learners, drivers and the public
- Always respect vehicles and property
- Always be polite
- Never drop litter
- Always obey the law

#### **Your Safety**

- Always behave well throughout your journey
- Always follow the driver's instructions when travelling
- You must not distract other drivers
- Always cross the road safely and sensibly
- Always travel by a safe route

#### **Your Rights**

- To be safe when travelling
- To be treated fairly and with respect
- To tell someone if somebody or something is causing you problems
- Not to be bullied or picked on

## **Appendix 2**

### **School Bus Travel Behaviour Code**

- When at the bus stop, always wait sensibly, off the road
- Make an agreement with your parents what to do if the bus does not arrive or if you miss it
- When the bus arrives, wait for it to stop. Never push or rush for the door
- Show your bus pass (if you have been given one) when you get on the bus
- On a school bus stay in your seat for the whole journey
- On a public bus find a seat if one is available
- Never block the aisle with your bag or other belongings
- Always wear a seatbelt if one is provided
- You must not distract the driver when he or she is driving
- Never eat or drink on the bus
- Never throw anything in or from the bus
- Never damage or vandalise any part of the bus
- Never operate the bus doors or exits, except in an emergency
- Always follow the instructions of the driver or passenger assistant at all times
- If there is an accident, stay on the bus until you are told to leave. If it is unsafe to stay on the bus then leave via the safest exit
- Never try and get on or off the bus until it has stopped
- Always get off the bus sensibly taking all belongings with you
- Never cross the road in front of or close behind the bus

## **Appendix 3**

### **GENERAL PRINCIPLES FOR STAFF**

#### **AROUND THE SCHOOL**

All informal contact contributes to standards of behaviour. Staff should control that behaviour by taking the initiative whenever they can. Try to:

- Start the dialogue,
- Greet pupils,
- Deal with misbehaviour (to ignore is to condone),
- Set high standards of speech, manner and dress.

#### **IN THE CLASSROOM**

Create and sustain a positive, supportive and secure environment. Well prepared lessons usually generate good behaviour and earn respect. Make every effort to:

- Arrive before the class and begin on time,
- Be prepared for the lesson,
- Keep everyone occupied and interested,
- Extend and motivate all pupils,
- Mark all work promptly and constructively,
- Set appropriate homework regularly,
- Keep an attractive, clean and tidy room,
- Maintain interesting displays.

Cleanliness, attractive rooms and well-kept grounds are important parts of the learning process. As far as possible the visual impact should always be attractive and stimulating. Encourage pride in the school and its environment. Insist on a clean room,

- Teach in tidiness, encourage tidiness,
- Leave desks in place and the board clean after lessons,
- Don't allow pupils to draw on the board during tutor time,
- Keep displays fresh and attractive,
- Report any graffiti or damage immediately

#### **Do all you can to:**

- Use humour,
- Keep calm,
- Listen,
- Know your pupils as individuals,
- Be consistent.

#### **Never issue whole group punishments and do all you can to avoid:**

- Humiliating,
- Shouting unnecessarily,
- Over-reacting,
- Over-punishing,
- Using sarcasm.

#### **Insist on acceptable standards of behaviour, work and respect. You should:**

- Apply school rules consistently,
- Work to agreed procedures,
- Insist on conformity and school uniform,

## Appendix 4

### Tips for staff when dealing with Challenging Behaviour'

Strategies involving audio, visual and kinaesthetic learning for dealing with pupils who have challenging behaviour and crave attention.

1. **Don't take for granted the little things**; praise the ordinary to ensure basic rules continue to be followed.
2. **Negative comments breed poor behaviour**. Instead take every opportunity to focus on their strengths, be proactive –catch them doing good things.
3. **Use gestures** clear non-verbal signs for e.g. chewing gum out, quieten down.
4. **Talk**, engage and take an interest, talk and listen genuinely to have a positive conversation.
5. Always **offer them a way out**, a chance to apologise and a calm resolution. Never leave them without a choice; backed into a corner, the natural human reaction is 'fight or flight'. They will be aggressive or run away.
6. **Whisper** to them individually when possible, always including a positive comment and then leave their personal space quickly. You've left so there's no opportunity of a comeback for them and they don't get attention from the rest of the class.
7. **Ask if they're all right** when they're doing something wrong –don't focus on the negative e.g. 'Are you all right Sam? Put the mobile away.' Avoids conflict.
8. **Praise good pupils**, allowing others to learn from their peers e.g. 'Sam, do you notice how Tom and the rest of the group have put down their pens to listen, can you do the same please.' The pupil is encouraged to join so that he can also be praised.
9. **Let pupils reinforce the rules** themselves. Agreements must define borders of behaviour. Ask the pupils 'What's our rule about coats in the classroom?'
10. If doing something wrong, use their name, pause and **say 'thank you'**. The praise at the end assumes it is done, the pause allows them to look at you and you must make eye contact with them. Using body language and gesture means you don't need to tell them what to do (they know anyway!).
11. **Give them choice** e.g. 'Sam, if you eat sweets in the lesson you'll stay behind, if you don't eat sweets in the lesson you can go on time. You decide.' Make sure they have options and are aware of the consequences, which must, without exception, be followed through.
12. **Allow them to act without being told** e.g. 'Sam, what *should* you be doing?'
13. When faced with negative comments **don't give them any attention** e.g. If a pupil said 'Miss, I hate you,' reply: 'Maybe you do Sam but just at this moment I'd like you to get on with your work.' This avoids conflict because you agree with them.

**Remember that you can't make anybody do anything they don't want to.**