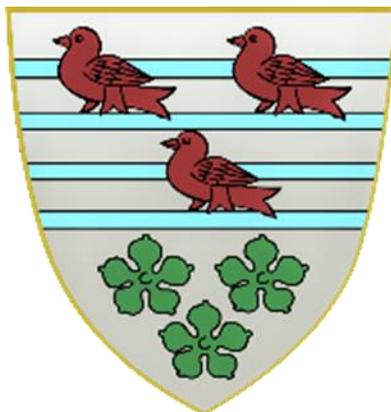




# **Behaviour for Learning**

**Reviewed March 2018**



# BEHAVIOUR POLICY

The Greenhill Behaviour Policy was created following consultation with key stakeholders: pupils, staff, parents and governors.

High standards of behaviour are essential in every well-ordered community. In schools where the core activity is teaching and learning our expectation is that everyone's behaviour should actively support teaching and learning, engage positively, contribute to their own learning and the learning of others.

## **Expectations**

### **Every member of our school community:**

Has the right to be respected and to feel safe.

Has the right to learn.

Are responsible for their own behaviour and choices.

At all times behave in a respectful manner towards others and our environment (and this should extend beyond the school gates and into our wider community and beyond school hours)

Actively co-operate with each other to promote: positive relationships, high standards and expectation in all things, trust and excellent educational outcomes.

## **Staff**

Teachers are required to meet the national professional standards set out by the Welsh Government.

All staff will be expected to role model positive behaviours.

All staff are held accountable for their behaviour and conduct through the Staff Discipline Policy.

## **Pupils**

Learners are expected to comply with staff instructions on the first request and without argument.

Engage positively with their own learning and positively contribute to the learning of others.

## **Learners with ALN**

In order to support learners with identified Additional Learning Needs a support plan will be put in place by the ALNCo. Where appropriate this may include advice and guidance for pupil, staff and parents regarding managing behaviour effectively.

Irrespective of their ALN, pupils remain responsible for their behaviour, choices and consequences. Consequences for pupils with ALN may be planned to be managed differently and in line with the agreed support plan. Having an identified ALN does not excuse or nullify unacceptable behaviour towards others or the disruption to learning.

Having an identified ALN places a responsibility not only on the school to support but on the pupil to co-operate and collaborate in the implementation of their support plan. In addition, having an awareness of their ALN, the pupil becomes increasingly responsible for the way they respond and manage the challenges their ALN presents.

As way of example, a pupil identified as having 'Oppositional Defiant Disorder' cannot expect the rules not to apply to them within school or society. Instead their awareness of the ODD places a responsibility on them to develop and grow into a young adult who, perhaps with the support of a guide or mentor, can live and thrive in world bound by rules and regulations.

There are lots of strategies that pupils can develop to overcome or minimise the impact of their challenges and the associated emotions that they can find challenging. The ALNCo can offer support and guidance to pupils, parents and staff in this regard.

The Ysgol Greenhill Behaviour Policy focuses uncompromisingly and unapologetically on an expectation of positive behaviour. We recognise that not every individual will get it right all the time, when this is the case behaviour which falls below our expectations will be addressed with those involved as set out below.

## **Bullying**

To emphasise the importance that the school places on positive and supportive relationships bullying of any form, no matter how this might be presented is never acceptable. For this reason, the school has a separate Anti-bullying Policy. However; for clarity a one-off incident of poor behaviour towards another is not bullying. It is however unacceptable, must be reported and will be dealt with under this policy. Any repeated behaviour which seeks to embarrass, humiliate, intimidate or undermine the self-esteem of another is bullying. It will be categorised and dealt with as such. Attempts to justify such behaviour as: "just having a laugh", "it was a joke", "I was only messing about", "we're friends, they don't mind", etc are not and will not be accepted.

## **Promoting Positive Behaviour**

### **Aims/Purpose**

- To promote a positive school environment in which all can work to their potential.
- To recognise and reward positive behaviour and attitudes which promotes learning.
- To develop self-discipline, self-esteem, social responsibilities.
- For individuals to take responsibility and be accountable for their own actions.

- To ensure that each pupil recognises that learning is the right of the child and they have a responsibility to ensure their peers have and enjoy that right.

## **Rewards**

Recognition of good work and behaviour is central to the school's drive to improve standards and is an integral part of the school's behaviour policy. Staff should actively seek to recognise, acknowledge and record positive behaviour and attitudes of learners.

Success at all levels and in all areas, both inside and outside of school, will be recognised.

*Always accentuate what is positive and good.*

Praise and encouragement are the most influential aspects of the Ysgol Greenhill Behaviour for Learning Policy. It is our fundamental aim to create a positive ethos within the classroom and across the school as a whole. Success within the classroom and outside the classroom must be celebrated.

## **Classroom Rewards (C)**

- **Praise by teachers** – verbal and/ or written praise in book/diary.
- **Merits** – awarded regularly by all teachers to pupils who work beyond expectation inside and outside of the classroom, to be recorded either in diaries or SIMS. Tangible rewards to be distributed at the discretion of the HOY.
- **'Star of the lesson'** – awarded each lesson to the stand out pupil, to be recorded on SIMS.
- **Praise Postcard** – in line with Pivotal approaches to behaviour management.
- **Pivotal Phone call home** - in line with Pivotal approaches to behaviour management.
- **Celebration assemblies** – member of SLT present
  - HOH aware of outstanding pupils prior to assemblies.
  - Star of the Lesson.
  - Merits.
  - Attendance.
- **Annual Presentation Evenings** – co-ordinated by Assistant Head and HOH to celebrate pupils' success at Ysgol Greenhill.

## **School Rules**

### **General School Rules (G)**

Learners will:

1. Arrive on time in the correct uniform, prepared for learning.
2. Attend school with the required equipment for each school day.
3. Listen carefully and follow instructions and the direction of staff.
4. Ensure audio equipment is 'not seen or heard' on the school premises
5. Move calmly, quietly and respectfully around the school keeping to the left.

6. Ensure they are outside when the weather is dry and inside when the weather is wet, during their break and lunch times (Yr 11 and VI Form have designated areas).
7. Eat food in designated eating areas.

### **Classroom Rules (C)**

Pupils will

1. Arrive on time with the correct equipment.
2. Settle quickly and listen carefully to instruction.
3. Complete set tasks and work to the best of their ability.
4. Respect their teacher, peers and school property.

### **Routines**

Pupils will

1. Line up quietly and in an orderly manner outside classroom.
2. Stand behind chairs and be seated upon the direction of their teacher.
3. Pack away belongings when directed to by their teacher.
4. Remain seated until dismissed by their teacher.

Teachers will always use their knowledge of the individual needs of each pupil to manage behaviour. When pupils behaviour does not meet the required standard; learners, parents and Governors expect staff to be fair and consistent in the sanctions which are applied.

There is a recognition and understanding that not all pupils are the same. Some pupils do find school and life challenging and some have particular conditions which can make it more difficult for them to control and moderate their behaviour, to engage with their learning and to concentrate. As this is the case learning activities and teaching are planned to take these changes into account and to support individual pupil needs.

Whilst as a school community we actively seek to be accepting, understanding and supportive of others and particularly those who might be different from us, this does not extend to accepting behaviour which disrupts learning, makes anyone feel that they are not safe or not treated with respect.

All learners, regardless of their individual challenges, must understand that behaviour is a matter of choice and therefore they are responsible for their choices and the consequences which follow. When choosing not to conform to the school rules they are choosing a consequence (i.e. these sanctions are not punishments imposed upon them by the teacher, they had a choice at each stage to de-escalate their behaviour).

### **Consequences**

1. **Reprimand** – For minor misconduct, failure to complete homework (on first occasion), not bringing the correct equipment. This may be informal, discrete or formal: Formal reprimands must be recorded on SIMs.
2. **Supervised Written Task** – Failure to comply to first request/instruction, continued disruption. (Class Teacher).

- a school consequence sheet will be provided and completed as directed by the member of staff.
  - recorded on SIMS.
- 3 **AOLE Action** – *More serious or continued disruptive behaviour. Defiance and refusal to comply. Repeated failure to complete task or homework (AOLE).*
- 4 **School Detention** Significant serious incidents or persistent rule breaking following a discussion between the member of staff and the Head of AOLE who records the detention on SIMS.
- recorded on SIMS and noted in pupil diaries.
  - pupils whose names appear in red on the register will be delivered to room 111 by their lesson 4 teacher (detention 1:30pm – 1:50pm).
  - Failure to attend school detention results in a HUB slot.
- 5 **After School Detention** – Thursday 3.30 – 4.30. After School detention will be sanctioned for a missed School detention, smoking, truancy or poor punctuality.
- 6 **Half day HUB** - Behaviour which is preventing learning continuing, abusive or disrespectful behaviour towards staff.
- 7 **Full Day HUB – Similar behaviour to 6 that continues, is repeated or more serious that would merit Half Day in the HUB.** (Discretion of the Head of School and HUB Manager.)
- 8 **Fixed Term Exclusion - Significant one-off incidents or a failure to respond to earlier sanctions** (as outlined above 1 -7) **and continued poor behaviour** (as guided by Welsh Government Documentation – Exclusions from Schools and Pupil Referral Units (2015))
- 9 **Permanent Exclusion – Serious one-off incidents or a failure to respond to earlier sanctions and continued poor behaviour** (as guided by Welsh Government Documentation – Exclusions from Schools and Pupil Referral Units (2015))

Management of minor disruption is, and remains, the responsibility of the subject teacher, *it is not the severity of the consequence, but the certainty of the consequence that is key*. Persistent low-level disruption must be discussed with the appropriate Head of Subject/ Head of Faculty and appropriate actions taken. Pupils who refuse to respond appropriately should then be referred to the Head of Year by the Head of Subject / Head of Faculty.

Incidents outside the classroom **must be appropriately dealt with** by staff whether on duty or not. At break and lunchtime an incident which cannot be dealt with by words of advice and guidance or a verbal reprimand might be passed on to duty staff, if available. Where this is not possible, it should be passed on to the most appropriate member of staff, usually the tutor or Head of Year. Any incident that requires more than advice and guidance must be recorded. Serious incidents should be referred as per the consequences levels above.

Serious incidents such as aggressive behaviour or abusive/ threatening language towards a member of staff will be referred directly to the HUB manager.

## **Managing disruptive individuals**

Disruption or defiance that is preventing a class from learning may be dealt with in a number of ways, starting always at the lowest level. However, under no circumstances should a pupil be instructed to wait outside a classroom door unsupervised.

1. Employ the Pivotal approaches to behaviour management.
2. Move the pupil to a different position in the room.
3. Ask a colleague to have the pupil in the back of their classroom.
4. Ask a teaching colleague to buddy you and to supervise the pupil in another room or office (if convenient) on a quid quo pro basis.
5. **Emergency removal from class** – This should only occur on rare occasions, following uncontrolled physical or verbal abuse which causes serious disruption to the lesson and where the pupil does not or will not respond to the normal channels of control or classroom management. ***A pupil should be sent to or a message delivered to the school office for the on-call SLT member or HUB manager to arrange for the pupil to be removed from the lesson.*** (This intervention will always be evaluated as part of the post incident response to ensure this is being used appropriately).

In all circumstance when a pupil has to be removed from a lesson it remains the responsibility of the class teacher to follow up and manage such incidents. If the situation requires, this will be in consultation with their line-manager. ***It would be expected that parents will be informed that it has been necessary for their child to be removed from a lesson, though this may not be immediate as matters require further investigation and assessment.*** Again, this is the responsibility of the class teacher.

The removal of any pupil from a classroom will automatically be followed up with a school detention as a minimum.

## **Time out Cards**

Where it is deemed appropriate to meet the needs of individual pupils they may be issued with a Time Out Card. The appropriate use of Time Out Cards is determined by the ALNCo or Head of School, this includes a safeguarding risk assessment and agreement with the learner about how the card will be used. When a learner presents their card the member of staff should allow the learner to leave and record this on SIMs. If staff have concerns about a pupil using the card appropriately they should discuss this with the Head of Year or ALNCO.

## **Ysgol Greenhill HUB facility**

The HUB facility is an alternative learning environment whereby pupils are booked into as a consequence of repeated or serious behaviour concerns. The HUB facility is used as an intervention strategy to manage and de-escalate challenging behaviour which is preventing either the individual or others learning. It provides support to enable pupils to reflect upon their behaviour, the choices

they have made and the consequences that have followed. The aim of the HUB is to foster a restorative approach enabling pupils to re-integrate into the classroom environment and their learning successfully.

The HUB has a check in room, a classroom and a designated office. The classroom has excellent resources, providing each pupil with a working area with a desktop computer and a separate desk space.

When a pupil is removed to the HUB they are checked in and requested to complete a pupil incident sheet. The HUB manager collates the staff and pupil incident paperwork and submits to the Head of School for a decision. A less serious incident is referred to the Head of Year.

Pupils are booked into the HUB for one of three sessions:

**A.M** 9:05am – 11:30am

**P.M** 11:30 – 1:50pm

**All Day** 9:05am – 3:20pm

Pupils will be provided with appropriate work from their subject teacher. Teachers are messaged a day prior to a pupils HUB session to prepare work. In an emergency situation the HUB team will collect work from teaching staff.

The HUB rules are as follows:

- work in silence,
- request support by asking the teacher politely,
- toilet breaks are permitted at the discretion of the HUB staff (vulnerable pupils will be escorted),
- pupils who require break or lunch will be escorted to the canteen by HUB staff.

### **Pupil 'Back on Track'**

Pupils whose behaviour and conduct is beginning to cause concern will undertake a 'Back on Track' interview with their HOH as an early intervention.

The 'Back on Track' interview is undertaken to identify areas of concern, to reflect upon current behaviours, to identify triggers and most importantly to set targets to ensure the pupil can 're-track' their behaviour.

The 'Back on Track' interview is followed with a review involving parents and guardians to report upon and discuss the progress made.

Upon completion of a 'Back on Track' review pupils will be monitored by their HOH via the SIMS system or they will be placed 'on report' to continue careful monitoring of progress and behaviour.

### **Pupils 'On Report'**

Pupils are placed 'on report' when it is necessary to monitor aspects of their work, attendance or behaviour.

Students can be placed on report by the:

- AOLE (Subject report)

- HOH (School report)

The electronic reporting system run via SIMS allows staff to record any achievements, concerns or issues relating to pupil progress and behaviour within a given lesson. This electronic report is emailed home to parents at the end of each school day or week to ensure that parents are regularly and fully informed of progress or ongoing concerns.

### **Exclusion**

The power to exclude a pupil can only be exercised by the Head teacher and will only be exercised in exceptional circumstances for serious misbehaviour.

Exclusion may be fixed term or permanent.

The Head, Governors and Exclusion Appeal Panel are required by Law (Section 68 of the School Standards and Framework Act 1998) to *'have regard to the guidance given in the framework when making decisions about excluding a pupil'*

On return from a fixed term exclusion a reintegration meeting will take place, parents/ guardians are formally invited:

- A 'Ready to Learn' meeting will take place at 8:45am with the HOH.
- A discussion on the reason for exclusion and the way forward will take place.

### **Investigations regarding behaviour**

#### **Interviewing of students by staff**

There will be occasions when a pupil needs to be spoken to by a member of staff because the pupil is a witness, complainant, or otherwise a person of interest when investigating a breach of this school discipline policy. It is neither logistically possible nor helpful in the interest of a timely and thorough investigation to undertake that a parent or other adult of the pupil's choice will be in attendance when this is done.

Staff are required at all times to work within appropriate professional standards, and parents must understand that while we safeguard the welfare of any pupil being interviewed, staff may need to challenge and test the accuracy and truthfulness of what they are told. Where a pupil is suspected of involvement in very serious misconduct which might lead to permanent exclusion, an interview with the pupil concerned will always be done by a senior member of staff, with a further senior member of staff designated to support and advise the young person, and notes will be taken, often by a third party. Interviews are not recorded.

#### **Pupil statements**

When giving a statement or account of events pupils are expected to provide a full and accurate account of events as they have witnessed. Pupils must not provide a witness statement based on what others said happened. When relaying what others have said took place, pupils must make this clear in their statement.

Should a pupil decline to provide a statement when asked this will not impede the investigation nor the imposition of a sanction (punishment) where the available information indicates this to be appropriate.

### **Ancillary powers of staff**

Consistent with the provisions of the Education and Inspections Act (2006) it may be necessary for staff in exceptional circumstances to search pupils for items such as a stolen item, substances of abuse or items which could be harmful to others. Searches may include a pupil's bag and locker.

### **Obstruction of an investigation**

If serious misconduct has occurred, pupils are expected to be helpful to staff investigating. Pupils who wilfully conceal important information or knowingly give inaccurate information will face punishment up to an exclusion.

The level of co-operation offered by a pupil facing any investigation will be taken into account when determining the severity of sanctions imposed.

### **Complaint/Appeals against a sanction**

The school has and reserves the authority, acting in loco parentis, to impose sanctions and to require those sanctions to be completed.

Parents/carers may not unilaterally delay, postpone or otherwise override a sanction. The sanction belongs to the pupil and a failure to comply with the school direction will be considered defiance, resulting in a sanction to the next level. A sanction may only be delayed with the agreement of the member of staff setting the sanction. This will only occur if there are reasonable grounds to believe new evidence and further consideration might be warranted, and not on the grounds that the parent/carer or pupil object or disagree with the sanction.

Parent/Carer and pupils may appeal a sanction if they believe it to be unfair, unreasonable or poorly managed, this is done through the complaints procedure.



## **Appendix : Prohibited Items**

The list of explicitly prohibited items and sanction for possession can be found below. We would like to make it clear that many items listed have been added solely for completeness and have not been brought onto premises and confiscated.

**Knife** (regardless of type or length) Confiscated, police informed and up to permanent exclusion.

**Cigarettes, tobacco, smoking materials** Confiscated, destroyed/disposed of, up to a fixed term exclusion.

**Vaping devices and e-cigarettes** Confiscated, destroyed/disposed of, up to a fixed term exclusion.

**Matches** - Confiscated, destroyed/disposed of, fixed term exclusion.

**Lighter** - Confiscated, destroyed/disposed of, fixed term exclusion.

**Air pistols** - Confiscated, disposed of, police/youth justice referral, fixed term exclusion.

**BB guns** - as Air Pistol.

**Slings or catapults** - as Air Pistol.

**Drugs** - Confiscated, destroyed / disposed of, police/youth justice referral, fixed term exclusion up to permanent exclusion.

In addition to possession, and dependent on how any of the above items might be being used or misused, the sanction imposed will be increased up to and including permanent exclusion where the safety and welfare of self or others is placed at risk or likely to result in damage to school property.

Parents and pupils are reminded that staff at school are legally entitled to search a pupil or their belongings, with or without the pupils or parents' permission.