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**Ysgol Brynhyfryd**

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# **ENGAGEMENT AND BEHAVIOUR POLICY**

# Review Date: September 2019

## ENGAGEMENT AND BEHAVIOUR

Our school expectations underpin what we expect from our students on a daily basis. They outline the behaviours, attitudes and routines that every member of our community should strive to follow.

### SCHOOL EXPECTATIONS

- **Ready to Learn** – All students will arrive to school with the appropriate appearance, attitude and approach that makes them ready to learn.
- **Respect** – Our school values the dignity of each member of its community. Students should show respect to each other and to staff.
- **Be Safe** – Students' conduct and behaviour in school should be calm and harmonious, a positive climate for learning.

**Sanctions** – The emphasis is on restorative practice, guidance and supporting students to change their behaviour.

- **Classroom led sanctions** – Teachers are highly skilled in behaviour management strategies and will attempt to support a student to modify their behaviour in the classroom.
- **Yellow Card/Red Card/Removal from classroom/School detention** – When all behaviour management strategies in the classroom have been exhausted the student will be removed to another classroom. Should the poor behaviour continue, they will be collected by a member of staff and taken to the Quiet Room. All effort will be made to assist the student to be able to return to their lessons as soon as possible. In addition, they may be collected at the end of the morning session to attend School Detention and Restorative Justice, which may last up to 20 minutes.
- **Quiet Room** – In very few instances a student will be sent to the Quiet Room for gross misconduct in school or in the community, or when their negative behaviour persists after the steps outlined above have been taken.
- **Fixed Term/Permanent Exclusion** – For persistent negative behaviour or serious gross misconduct the school may pursue an Internal or External Fixed Term Exclusion or Permanent Exclusion.

**Recognition** – An opportunity to reward students for their achievements.

- **Classroom level** – Teachers are highly skilled at identifying opportunities to praise students and recognise their successes.
- **Faculty Team** – Students will be identified fortnightly by their teachers to receive recognition postcards for outstanding attainment and endeavour in their subjects.

- **Year Team** – Students will be identified fortnightly by their Personal Tutor to receive a praise phonecall home from their Year Leader.
- **Senior Leadership Team** – Students will be invited to meet with the Headteacher and team to recognise their achievements.
- Progress will be celebrated at **Celebration of Achievement Evenings**.

## **INTRODUCTION**

The following appendices form part of the whole school Behaviour Policy.

## **APPENDICES**

- Appendix A** Equal Opportunities Statement
- Appendix B** Behaviour Management (Values & Principles)
- Appendix C** Student Support Systems
- Appendix D** The Role of the Personal Tutor
- Appendix E** Classroom Expectations
- Appendix F** Behaviour management
- Appendix G** Praise and Recognition
- Appendix H** Sanctions
- Appendix I** Expectations and standards of Ysgol Brynhyfryd students
- Appendix J** Liaison with parents and other agencies
- Appendix K** Managing student transition and in-year transfers
- Appendix L** Student and Parent Behaviour Policy guidance document

## **APPENDIX A**

### **EQUAL OPPORTUNITIES STATEMENT**

In acknowledging 2010 Equality Act all students and staff have a right to be treated with respect and sensitivity and to have access to opportunities regardless of their sex, race, creed or any disability.

In addition, all staff have a responsibility to influence the development of a sense of justice and tolerance in young people. It must always be made clear to students that expressions of prejudice, with or without the intention to offend, are a form of abuse, which will not be tolerated. Any incidents of discrimination or abuse should be reported immediately to a member of the Senior Leadership Team.

At Ysgol Brynhyfryd we believe that, in order for effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

We constantly strive to create a caring and learning environment in the school by:-

- Promoting good behaviour and discipline,
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships, based upon mutual respect,
- Ensuring fairness of treatment for all,
- Encouraging consistency of response to both positive and negative behaviour,
- Providing a safe environment free from disruptive violence, bullying and any form of harassment.

## APPENDIX B

### BEHAVIOUR MANAGEMENT (VALUES AND PRINCIPLES)

At Ysgol Brynhyfryd we believe that, in order for effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The school seeks to create a positive learning environment by:

- Promoting good behaviour and discipline.
- Promoting self-esteem, self-discipline, a proper regard for authority and positive relationships based upon mutual respect.
- Encouraging consistency of response to both positive and negative behaviour.

We have three expectations of all our students. They will arrive each day:

- **Ready to Learn** – All Students will arrive to school with the appropriate appearance, attitude and approach that makes them ready to learn.
- **Respect** – Our school values the dignity of each member of its community. Students should show respect to each other and to staff.
- **Be Safe** – Students' conduct and behaviour in school should be calm and harmonious, a positive climate for learning.

As at any school, the vast majority of our students are polite and well behaved most of the time. They are keen to learn and participate fully in all aspects of school life. For students to achieve at the highest level of which they are capable, good attitudes, parental support and the establishment of the right conditions for learning are all essential. Acceptable standards of behaviour and respect depend upon the example of us all: we all have a positive contribution to make. Good order has to be worked for, it does not simply happen. Everyone at the school is here for a purpose and every person should be respected and treated as an individual. Relationships are vital – between everyone and at every level. We should all make an effort to:-

- Greet and be greeted.
- Speak and be spoken to.
- Smile and relate.
- Communicate.
- Make a difference.
- Treat students fairly.

Problems are normal whenever people interact, especially when young people are learning and testing the boundaries of acceptable and agreed behaviour. Success can be judged not by an absence of problems but by the way we deal with them. We should always endeavour to distinguish between the problem and the person. Young people will always make mistakes and when they do, there needs to be a response, not a reaction.

Students learn best in a well ordered and disciplined environment where it is regularly communicated to them what they should do as well as what they should not do. Our classroom rules communicate clearly to students how they should behave, both inside and outside the classroom. Discipline is the common concern and responsibility of all staff at all times and a firm

and consistent response from staff towards incidents of poor behaviour will help to continually reinforce our expectations to students.

## **APPENDIX C**

### **STUDENT SUPPORT SYSTEMS**

The pastoral system of support is to enable our students to attain as much as possible.

The main role of your Personal Tutor is to provide you with support. You can talk to them and ask for their help. There are also many other people available to support you in the Canolfan Fugeiliol.

#### **Who else is here to support you?**

- Assistant Head of Year
- Head of Year
- Learning Coaches
- Careers Service
- Counsellors
- School Police Liaison Officer
- Attendance Officer
- Behaviour Support
- Youth Worker

The role of the Personal Tutor is key as they will be our students' main point of contact and there is specific guidance in the next section. The pastoral system makes use of a Head of Year and an Assistant Head of Year whose focus will be solely pastoral. Students may access this support within the Canolfan Fugeiliol, along with other services such as first aid.

Ysgol Brynhyfryd has a dedicated team of Learning Coaches to support students. The services of a School Liaison Police Officer are also available to offer support, advice and guidance to all of the school community.

There are further levels of support from the School Nurse and external agencies as required.

The student support systems also include the work of the pastoral team in who operate the Quiet Room and the Canolfan Fugeiliol, and members of the ALN Faculty who support our students in lessons and around the school.

The role of the Year 7 Zone has shown to have a positive impact upon the transition of our Year 7 students in terms of their behaviour, attendance and well-being.

## **APPENDIX D**

### **THE ROLE OF THE PERSONAL TUTOR**

Tutors should:-

- Familiarise themselves with the personal and social background of their students and establish a supportive and pro-active relationship with them which is sensitive to the possibility of problems and concerns.
- Promote the values and ethos of the school and encourage an understanding of its routines and procedures.
- Develop the Form's sense of identity and their ability to act as a support for each other through joint participation in activities which bond them as a team and encourage an understanding of citizenship.
- Liaise with their Year Leader attending regular meetings as calendared, making an active contribution to the year team's effectiveness.

On a day-to-day basis this means:-

- Being in the Tutor Room or assembly hall early and greeting students on arrival.
- Ensuring students are seated on chairs, without coats and are attentive during form period so that notices and letters can be communicated effectively; monitoring their exit in a quiet, orderly fashion.
- Following the weekly timetable for the year group - delivering PSE, Welsh BaccaLaureate, Accelerated Reader/Literacy/Numeracy interventions, silent reading sessions etc. as appropriate.
- Giving a very high profile to attendance and punctuality and ensuring that students improve on an individual basis, monitoring the form's weekly progress against targets.
- Acting as a 'springboard' for the day, re-enforcing expectations of effort, achievement and behaviour and motivating and inspiring students to go out and do their best.
- Ensuring that students are 'Ready to learn' when they leave registration in the morning, and reporting any issues immediately to the HOY/AHOY, including uniform, equipment, hair, jewellery, letters to leave school etc.
- Checking and signing all planners in the Form during the course of a week, insisting on a high standard of presentation.
- Deliver a Thought for the Day every day, nominating students to do this on a weekly basis.
- Preparing Assemblies to be presented to the Year Group by members of the Tutor Group, as requested by the HOY on a half-termly basis.
- Carrying out Progress and Target Setting interviews with students regularly, liaising with HOY.

## **APPENDIX E**

### **CLASSROOM EXPECTATIONS**

The rules of the classroom need to be few in number and referenced regularly by the classroom teacher. Students should be questioned about the rules and asked to offer reasons why we have such rules. The rules will only remain effective if all the teachers use them on a regular basis.

All members of staff should follow the same procedures:

- Always start and end a lesson on time.
- Always take a class register and note late comers.
- Ensure for every lesson that learning objectives are shared and resources are readily available.
- Positively remind and re-enforce class rules.
- Note uniform/jewellery and equipment infringements on School Pod
- Ensure that chewing gum and any other food/drink is put in the bin immediately.
- Ensure that phones and personal stereos are not used during a lesson, unless they are a part of the lesson.
- Never leave a classroom except in an emergency.
- Keep students on task throughout the lesson and only allow a student to leave the classroom in an emergency, or with a pass.

## **APPENDIX F**

### **BEHAVIOUR MANAGEMENT - STAFF**

Do all you can to:-

- Preserve your dignity to preserve your relationship with the student.
- Role model behaviour.
- Remain calm – ‘Cabin Crew’
- Clear instructions/clarity.
- Confident.
- Consistent.
- Compassionate.
- Professional relationships – separate the behaviour from the child.
- When the adults change everything else changes.
- Everything will depend on the behaviours of the adults.
- Children follow people first, then rules and policy.

Do all you can to avoid:-

- Humiliating - it breeds resentment.
- Shouting - it diminishes you.
- Over-reacting - the problems will grow.
- Blanket punishment - and never punish what you cannot prove.
- Sarcasm - it damages the student – and you.
- Abusing your authority ... misuse of power is bullying.

Out of the Classroom

All informal and formal contacts contribute towards standards of behaviour. We can all encourage good behaviour by taking the initiative at every opportunity. We should expect to:-

- Enjoy relating to each other.
- Greet all members of the school community.
- Start the dialogue.
- Deal with misbehaviour: to ignore is to condone.
- Set high standards of speech, manner and dress.

In the Classroom

Teachers should create a positive, supportive and secure environment by, for example:-

- Adhering to the school Behaviour Policy.
- Using the recognition and sanctions system effectively.
- Arriving before the class and beginning on time.
- Being prepared for the lesson.
- Extending and motivating all students.

- Marking all work promptly and constructively.
- Setting and marking homework regularly to schedule, following LPs.

The classroom environment should be maintained to the highest standards by, for example:-

- Teaching in tidiness, to encourage tidiness.
- Cleaning or reporting graffiti immediately.
- Removing/repairing or reporting all damage.
- Insisting upon a clean classroom.
- Leaving desks in place and boards clean after lessons.
- Keeping displays fresh and attractive.
- Keeping shelves, cupboards and desk tidy.

Students should, as a general rule, never be disciplined by telling them to remain outside rooms; the problem needs a solution not complicating.

#### Corridor Behaviour

The behaviour on the corridor and the late arrival of students can have a detrimental effect upon your lesson and other lessons going on within the school. The following is to be used as a basic guidance for the behaviour on the corridor, ensure as much as possible that you reinforce the procedure below.

Students will observe the following routines and rules:-

1. Walk quietly and quickly on the left and follow the directions.
2. Behave sensibly.
3. Use the correct staircase.
4. Be in the right place at the right time.

Staff:

1. Start and end lessons on time.
2. Stand at the door, one foot in the corridor for every lesson change.
3. Remind students on leaving about promptness and movement rules.
4. Monitor equipment.
5. Remind students of expectations.

#### STAFF DEVELOPMENT AND TRAINING

Appropriate training and development will be made available for all staff in terms of dealing with behaviour. The staff development will focus on new and emerging practice and the standards and expectations held within this document.

## APPENDIX G

### PRAISE AND RECOGNITION

The aim of the rewards system is to recognise a range of student achievements and to motivate students to continue to raise standards of attainment, effort and behaviour.

- **Classroom level** – Teachers are highly skilled at identifying opportunities to praise students and recognise their successes.
- **Faculty Team** – Students will be identified fortnightly by their teachers to receive recognition postcards for outstanding attainment and endeavour in their subjects.
- **Year Team** – Students will be identified fortnightly by their Personal Tutor to receive a praise phonecall home from their Year Leader.
- **Senior Leadership Team** – Students will be invited to meet with the Headteacher and team to recognise their achievements.
- Progress will be celebrated at **Celebration of Achievement Evenings**.

It is very important that the positive aspects of praise and rewards should have great emphasis. This is the only way to promote good behaviour. Often it is simply praise that will have the greatest effect on a child's behaviour.

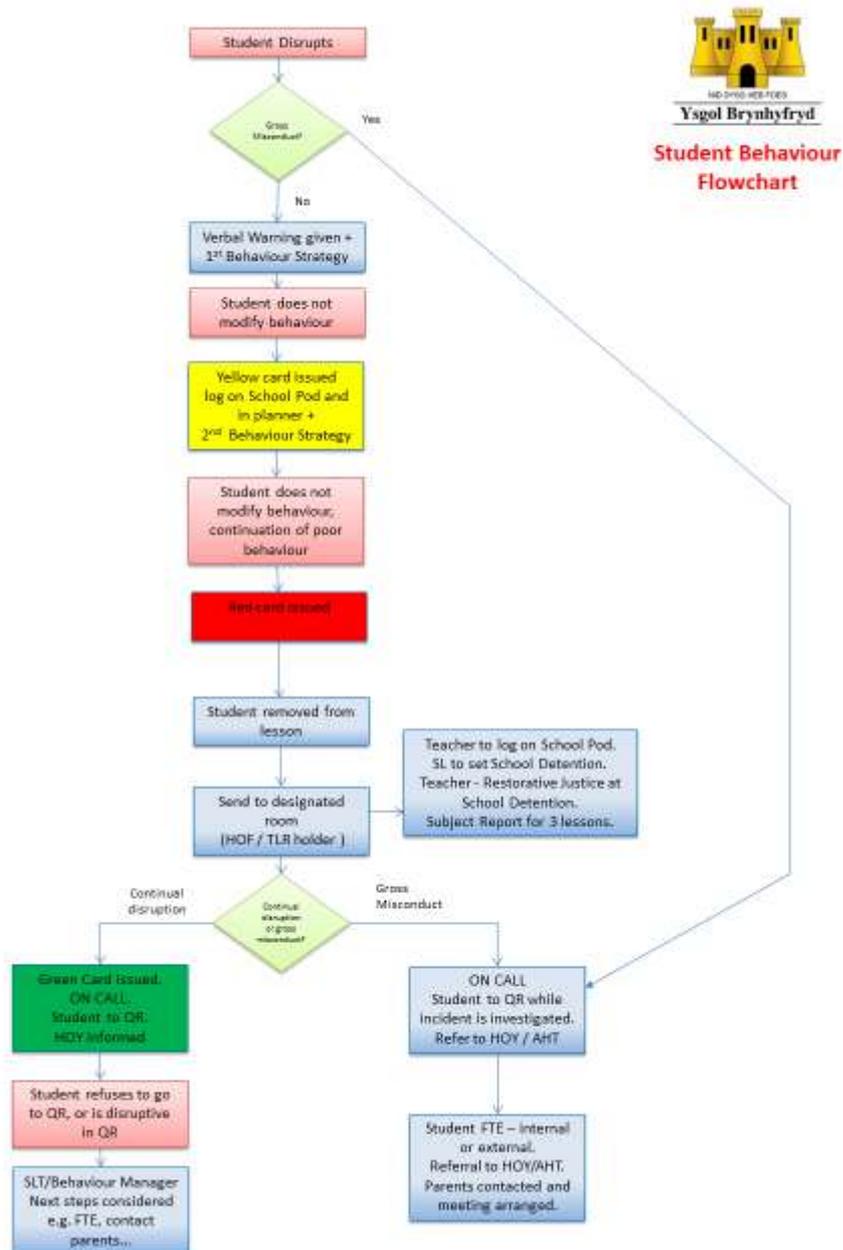
To achieve the most positive effects we need all staff to use the reward system on a regular basis. Staff should try to ensure students of all abilities are being included in the rewards system. It is also important that the 'invisible' children are recognised by the system.

## APPENDIX H

### SANCTIONS

The issuing of a sanction to a student and how it is done can make the difference to it being an effective sanction. It is far better to use lower order sanctions first and still give yourself another option if the behaviour continues.

The flowchart below shows the process that should be followed for persistent non-compliance in a lesson.



The sanctions below will be applied fairly and consistently and in take into account the severity of the offence. Students who are persistent in being non-compliant and disruptive will be subject to a higher order sanction.

When issuing a sanction all school staff should make note of the following advice:-

- If a student seems to be “playing to the audience”, deal with them away from the audience.
- Convey to the student that you have high expectations of them and are disappointed when they let themselves down.
- Make it clear to a student that once an incident has been dealt with then as far as you are concerned it is finished. You expect normal relations to be re-established. Every lesson should be a chance to make a fresh start.
- The closer the sanction is in time to the misdemeanour the more effective it is likely to be.
- Avoid at all costs sanctions aimed at a student rather than at the behaviour. Sarcasm, embarrassment, fear etc., will worsen matters rather than help them. Ask yourself how you would feel if you were in the same situation.
- Remember it is usually not personal.

Should a child be involved in an act of gross misconduct then they will be subject to an immediate sanction commensurate with the offence.

### **QUIET ROOM**

The Quiet Room supports the school’s pastoral system by providing a placement for students who have continued to disrupt the learning of others. Placement in the unit is for a fixed period of time. The duration of the placement will be reviewed by a member of the Senior Leadership Team.

While in the Quiet Room a student’s behaviour will be monitored and should they continue to disrupt a further sanction will be applied. The student who reaches this point may well have usually disrupted not only a lesson but also the sanction area, the action will reflect this.

### **DETENTIONS**

Detentions should only be imposed after a range of other strategies have been tried.

If all staff ensure that this is the case then detentions should have more impact upon student behaviour/response within the school.

In a detention at any level it is crucial that all staff concerned set the correct tone if detentions are to have the impact and the desired effect on our students.

Both students and staff should take detentions seriously. When conducting a detention please follow these basic rules: - (i) Students are to remove coats. (ii) Students are to sit in silence and spread around the detention room. (iii) Students do the work set. (iv) Students serve the full allocated time.

## **EXCLUSIONS**

Exclusion from school is our most serious sanction, and the decision to exclude a child from school will only be taken after an in depth consideration of the facts. The legalities of school exclusions can be found at:

<http://gov.wales/topics/educationandskills/publications/guidance/exclusionguidance/?lang=en>

When considering an exclusion the school will take into account the nature of offence and the duration of the exclusion will reflect this.

When a student is excluded from school, the school will make all reasonable attempts to contact you on the day of the offence, outlining the issues and the reasons for the school's response. Before a child returns to school following a fixed term exclusion a parent will be expected to attend a reintegration interview.

The reasons for exclusions are varied however they will fall into one of two categories:

- Non-compliance: this may be a series of cumulative offence as indicated below.
- Gross misconduct: this will likely be a single serious incident.

Students may be excluded from school for persistent misbehaviour or for serious incidents in which they have been involved. An exclusion may last for a fixed period of time, e.g. one day, two days, or it could be permanent. Exclusion is a very extreme sanction.

The kind of incidents for which a fixed term exclusion might be appropriate are:-

- constantly disturbing the learning of other students in class.
- swearing at an adult.
- fighting or threatening other people
- being rude.
- bullying.
- bringing inappropriate items or illegal substances into school such as catapults, laser pens, air pistols, knives, blades, guns, alcohol, illegal drugs or items, imitation guns, cigarettes, laser lights, aerosol sprays, matches, cigarette lighters, electronic cigarettes, shisha pens.
- supplying or selling illegal substances, and
- other actions which disrupt the smooth running of the school, or put at risk the safety of other people.

## **PERMANENT EXCLUSION**

Permanent exclusions are very rare and the decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies that have been tried without success. It may, however, be appropriate to permanently exclude a child for a serious first or "one-off" offence. The Headteacher

decides to exclude a student taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

### **STUDENTS WITH ALN**

Students with a Statement or with particular educational needs are expected to follow the school's Behaviour Policy and comply with all sanctions. Where behaviour is incurring a risk of exclusion, all appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the student is being supported. Fixed term and permanent exclusion, however, is still a possibility if serious misbehaviour occurs. See the ALN Policy.

## BEHAVIOUR STAGES - HOY BEHAVIOURAL PATHWAY

STAGE	ACTION	
Behaviour issues in class - Informal Behaviour pathway	Classroom management – verbal warning, yellow card, red card Other behavioural incidents - interventions AHOY / HOY / Behaviour Manager working with student	
<b>B1 – STAGE 1</b>	<b>Prior to Stage 1, must have:</b> Evidence of continued poor behaviour, Evidence of contact/attempts to contact parents, both formally and informally, Some evidence of school-based interventions.	Meeting with HOY and parents. Behaviour Agreement Stage 1 with agreed targets and interventions. Targets should be measurable and achievable. Parental notification letter for Stage 1.
<b>THERE MUST BE TANGIBLE EVIDENCE THAT A STUDENT HAS BREACHED THEIR TARGETS AND THAT WE HAVE DELIVERED ON ALL INTERVENTIONS BEFORE A STUDENT MOVES UP TO THE NEXT STAGE. RESTORATIVE APPROACHES AND PROBLEM-SOLVING SOLUTIONS SHOULD BE EMPHASISED IN POST-INCIDENT INTERVIEWS TO ENABLE A FOCUS ON REFLECTION AND RESOLUTION.</b>		
<b>B2 – STAGE 2</b>	<b>Prior to Stage 2, must have:</b> Evidence of continued poor behaviour, Evidence of formal and informal contact with parents/ evidence of lack of parental engagement, Evidence of school-based interventions, ALN Assessment	Meeting with HOY and parents. Behaviour Agreement Stage 2 with agreed targets and interventions. Targets should be measurable and achievable. Parental notification letter for Stage 2.
<b>THERE MUST BE TANGIBLE EVIDENCE THAT A STUDENT HAS BREACHED THEIR TARGETS AND THAT WE HAVE DELIVERED ON ALL INTERVENTIONS BEFORE A STUDENT MOVES UP TO THE NEXT STAGE.</b>		
<b>B3 – STAGE 3</b>	<b>Prior to Stage 3, must have:</b> Extensive evidence of continued poor behaviour, Further evidence of contact with parents/ evidence of lack of parental engagement, Further evidence of school-based interventions, Consideration of referrals to other agencies.	Meeting with Assistant Headteacher, HOY and parents. Behaviour Agreement Stage 3 with agreed fixed-term targets and interventions. Review meeting date agreed. Parental notification letter for Stage 3 that student is at risk of Permanent Exclusion. Alternative Provision if required. Additional behaviour assessments.
<b>THERE MUST BE TANGIBLE EVIDENCE THAT A STUDENT HAS BREACHED THEIR TARGETS AND THAT WE HAVE DELIVERED ON ALL INTERVENTIONS BEFORE A STUDENT MOVES UP TO THE NEXT STAGE.</b>		
<b>B4 – STAGE 4</b>	<b>Prior to Stage 4, must have:</b> Further evidence of continued poor behaviour, Further evidence of contact with parents/ attempts to engage parents / evidence of lack of parental engagement, Further evidence of school-based interventions, Consideration of referrals to other agencies.	Meeting with Assistant Headteacher, HOY and parents. Behaviour Agreement Stage 4 with agreed fixed-term targets and interventions. Review meeting date agreed. Parental notification letter for Stage 4. Consider Managed Move if appropriate.
<b>THERE MUST BE TANGIBLE EVIDENCE THAT A STUDENT HAS BREACHED THEIR TARGETS AND THAT WE HAVE DELIVERED ON ALL INTERVENTIONS BEFORE A STUDENT MOVES UP TO THE NEXT STAGE.</b>		
<b>B5 – Five Strike Contract</b>	<b>Prior to Stage 5, must have:</b> File up to date with all evidence, School Pod information, SIMS information, letters, contracts, interventions and relevant forms.	Meeting with Headteacher, Assistant Headteacher, HOY and parents. AHT / County Inclusion and Behaviour Support Services. Denbighshire 5 Strike Contract.

## **APPENDIX I**

### **EXPECTATIONS AND STANDARDS OF YSGOL BRYNHYFRYD STUDENTS**

- **Ready to Learn** – All Students will arrive to school with the appropriate appearance, attitude and approach that makes them ready to learn.
- **Respect** – Our school values the dignity of each member of its community. Students should show respect to each other and to staff.
- **Be Safe** – Students conduct and behaviour in school should be calm and harmonious, a positive climate for learning.

#### **Items not permitted:-**

- Mobile phones if seen or heard outside the designated areas and times will be confiscated – they are only to be used during break and lunch in the canteen or outside.
- Music devices, games devices or any device deemed to have a negative impact on learning will be confiscated.
- Headphones are not permitted to be worn inside.
- Fizzy drinks/energy drinks are not permitted in the school.
- Sweets and items deemed unhealthy by the school are discouraged.
- Bags used for school must be a suitable size and strong enough to carry books and other equipment.
- IT equipment other than that issued or approved by Ysgol Brynhyfryd and inclusive of cameras and recording equipment.
- Cigarettes/tobacco/e-cigarettes.
- Illegal items or other drugs/substances.

#### **Students will be expected to:-**

- Wear the full school uniform.
- Not have extreme haircuts - this includes colours and cut.
- Not wear any footwear such as training shoes, canvas pumps and any other footwear not approved of by the school.
- Eat only in the canteen and designated outside eating areas.
- Not engage in any commercial activity on Ysgol Brynhyfryd premises.
- Only wear outdoor coats outside of the building.
- Not wear hats or scarves in the building.
- Respect property belonging to others.

#### **Advice to students:-**

- Do not bring valuables or money into the school. Should you need to bring money into the school bring the smallest amount possible.
- Do not bring expensive items of clothing and equipment into the school. The school will not be liable for any damage or loss.
- Contact your Head of Year or Assistant Head of Year if you need clarification on any issue.

## **TRAVELLING TO AND FROM THE SCHOOL**

- While students are travelling to and from the school they are representing the school and must act in a manner that does not damage the school's reputation.
- Students should respect the people and property in the local community and behave in a safe and sensible manner.
- Students who misbehave while travelling to and from the school will be subject to the school's sanctions.
- Students' behaviour outside of school that has an effect upon the education and welfare of students within the school will also be subject to disciplinary proceedings.

## **BEHAVIOUR OUTSIDE OF THE SCHOOL**

We value our students' experiences both inside and outside of the school and as such we will expect our students to behave in a manner that promotes Ysgol Brynhafryd. However on occasions students' behaviour may not be up to standard and as such they will be subject to action from the school. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

## **MALICIOUS ALLEGATIONS BY STUDENTS**

If an allegation is made against a Teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

Students that are found to have made malicious allegations are likely to have breached the school Behaviour Policy. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

All schools and FE colleges should have procedures for dealing with allegations. The procedures/should make it clear that all allegations should be reported straight away, normally to the Headteacher. The procedures should also identify the person, often the Chair of the Local Governing Body, to whom reports should be made in the absence of the Headteacher, or in cases where the Headteacher themselves are the subject of the allegation or concern. Procedures should also include contact details for the Local Authority designated officer (LADO) responsible for providing advice and monitoring cases.

## **APPENDIX J**

### **LIAISON WITH PARENTS AND OTHER AGENCIES**

Ysgol Brynhyfryd will seek to work with parents at every opportunity to improve the life chances and development of children who attend Ysgol Brynhyfryd. We require, as a standard, an accurate set of contact details and for these details to be current at all times. Any changes in a student's circumstances should be communicated to the school as quickly as possible. When Ysgol Brynhyfryd staff contact parents they should ensure that they have the necessary information to make sure that the contact is both useful and productive. Parents may on occasions require appointments in the school and this should be arranged with the relevant members of staff and appropriate considerations will be made in terms of access and organisation.

Contact with external bodies such as the ESW, Social Services etc. will take place as required and parents will be involved in discussions should this be required. Ysgol Brynhyfryd staff will maintain records of such contacts.

## **APPENDIX K MANAGING STUDENT TRANSITION AND IN YEAR TRANSFERS**

Transition from primary school to secondary school is a significant aspect of any child's life. Ysgol Brynhyfryd will ensure that prior to a child starting in Year 7 they are given the opportunity to receive all the necessary information about the school in order to make the necessary transition. Ysgol Brynhyfryd will work with local primary schools to facilitate a number of events to enable this transition to be as enjoyable as a possible and the Head of Year 7 will co-ordinate the transition of pupils into Year 7 from Year 6.

Transfers that take place during the Year will be coordinated by a member of the Senior Leadership Team in consultation with the Local Authority and the families involved. Mid-year transfers will require an interview and the completion of the transfer documentation from the Local Authority.

## APPENDIX L

### STUDENT AND PARENT BEHAVIOUR POLICY AND GUIDANCE DOCUMENT

The following Behaviour Policy is an abridged version of the whole school's behaviour policy and guidance and it contains within it the main elements that will impact upon your child. Should you wish to have a copy of the full school Behaviour Policy please visit the school's website.

Ethos of the policy:-

All students and staff have a right to be treated with respect and sensitivity and to have access to opportunities regardless of their sex, race, creed or any disability.

- Staff have a responsibility to influence the development of a sense of justice and tolerance in young people.
- It must always be made clear to students that expressions of prejudice, with or without the intention to offend, are a form of abuse which will not be tolerated.

The policy aims to:-

- Promote good behaviour and discipline.
- Promote self-esteem, self-discipline, proper regard for authority and positive relationships based upon mutual respect.
- Ensure fairness of treatment for all.
- Encourage consistency of response to both positive and negative behaviour.
- Provide a safe environment free from disruptive violence, bullying and any form of harassment.
- Enable students to develop a sense of respect for themselves and others.
- Provide a civilised, stable atmosphere where there are co-operative and caring relationships between students, and between students and staff.
- Enable students to value their education and learn to make the right choices.

### EXPECTATIONS AND STANDARDS OF YSGOL BRYNHYFRYD STUDENTS

Within the classroom students should follow the basic rules which will enable them to focus on their work.

- **Ready to Learn** – All Students will arrive to school with the appropriate appearance, attitude and approach that makes them ready to learn.
- **Respect** – Our school values the dignity of each member of its community. Students should show respect to each other and to staff.
- **Be Safe** – Students conduct and behavior in school should be calm and harmonious, a positive climate for learning.

## **CORRIDOR AND OUT OF CLASSROOM EXPECTATIONS**

As we have a large number of students on the corridor between lessons it is essential that a high standard of behaviour is maintained.

Students should do the following:

- Walk quietly and quickly on the left.
- Behave sensibly.
- Move to their classroom by the shortest allowed route.
- Wait quietly outside of the classroom.
- Move quickly, quietly and directly to their classroom by the nearest allowed route.
- Hold the door open for others.

## **LUNCHTIME AND BREAK TIME**

- Eat only in the canteen and other designated areas.
- Tidy trays and plates away.
- Put rubbish in the bin.
- Treat the canteen and its staff with respect.
- When outside socialise sensibly.
- Follow the instruction of the lunchtime staff.

## **TRAVELLING TO AND FROM THE SCHOOL**

- While students are travelling to and from the School they are representing the school and must act in a manner that does not damage the school's reputation.
- Students should respect the people and property in the local community and behave in a safe and sensible manner.
- Students who misbehave while travelling to and from the school will be subject to the school's sanctions.
- Students' behaviour that takes place outside of school that has an effect upon the education and welfare of students within the school will also be subject to disciplinary proceedings.

## **BEHAVIOUR OUTSIDE OF THE SCHOOL**

We value our student's experiences both inside and outside of the school and as such we will expect our students to behave in a manner that promotes Ysgol Brynhyfryd. However, on occasions a student's behaviour may not be up to standard and as such they will be subject to action from the school. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

## **SANCTIONS AND OR CONSEQUENCES**

Sanctions or consequences are a necessary part of the school's behaviour system. Should a child make the wrong choice then, as in life, a student must realise that there are consequences for a person's actions. Ysgol Brynhyfryd aims to make its sanctions appropriate to the behaviour, and they are applied after careful consideration has been made. The school also operates a scale of

sanctions which range from the minor to the more serious. The majority of sanctions will be a discussion between the student and the child or a simple redirect to continue working. However, on occasions more serious sanctions are required and all students need to be aware that should their behaviour damage the learning of others or be viewed as gross misconduct a sanction will be issued to address this negative behaviour.

## **SANCTIONS**

- Classroom led – Teachers' professional judgement.
- Yellow/red/green card.
- Quiet Room.
- Fixed Term/Permanent Exclusion.

## **DETENTIONS**

Detentions are a mechanism by which students are disciplined for a variety of offences. The school may operate a number of detentions focusing upon certain behaviours, such as Class Teacher, Faculty or Pastoral Detentions.

The school has the legal right to issue detentions; the school is not required to give 24 hours' notice of lunchtime detentions. The school will be mindful of a child's transport arrangements and impact that a detention may have upon that child however this will not remove the need for the child to complete a detention. After-school detentions may be issued with 24 hours' notice.

## **QUIET ROOM**

For more serious or persistent misbehaviour the school will allocate time within the Quiet Room. Students who are directed to the Quiet Room, which is located on the school premises, will be provided with work for the day and they will remain under supervision at lunchtimes. The rules within the Unit are displayed clearly for the student, and failure to abide by the rules will result in additional time or further action as decided by the school.

## **EXCLUSIONS**

Under extreme circumstances students may have to be excluded from the school. The Headteacher makes that decision and he will have considered the information and evidence before deciding upon the length of the exclusion. Parents have the right to appeal against an exclusion, and details of how to appeal are provided to parents of students who are excluded from the school.

During a fixed term exclusion, students should not be in the vicinity of the school, unless an appointment has been made with a member of the school's staff.

Since September 2007, parents are now legally responsible for their children during a fixed term exclusion of between 1 to 5 days. Schools are responsible should an exclusion be between 6 to 15 days in length. Exclusions over 15 days are the responsibility of the Local Authority.

Guidance on exclusions can be found on the following website or from the Local Authority.

<http://gov.wales/topics/educationandskills/publications/guidance/exclusionguidance/?lang=en>

Students may be excluded from school for persistent misbehaviour or for serious incidents in which they have been involved. An exclusion may last for a fixed period of time, e.g. one day, two days, or it could be permanent. Exclusion is a very extreme sanction.

The kind of incidents for which a fixed term exclusion might be appropriate are:-

- Constantly disturbing the learning of other students in class.
- Swearing at an adult.
- Fighting or threatening other people.
- Being rude.
- Bullying.
- Bringing inappropriate items or illegal substances into school such as catapults, laser pens, air pistols, knives, blades, guns, alcohol, illegal drugs or items, imitation guns, cigarettes, laser lights, aerosol sprays, matches, cigarette lighters, electronic cigarettes, shisha pens.
- Supplying or selling illegal substances, and
- Other actions which disrupt the smooth running of the school, or put at risk the safety of other people.

### **PERMANENT EXCLUSION**

Permanent exclusions are very rare and the decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies that have been tried without success. It may, however, be appropriate to permanently exclude a child for a serious first or “one-off” offence. The Headteacher decides to exclude a student taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

### **STUDENTS WITH ALN**

Students with a Statement or with particular educational needs are expected to follow the school’s Behaviour Policy and comply with all sanctions. Where behaviour is incurring a risk of exclusion, all appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the student is being supported. Fixed term and permanent exclusion, however, is still a possibility if serious misbehaviour occurs. See the ALN Policy.

### **EXTERNAL VISITS AND WORK EXPERIENCE**

- Students must take into account that they are representing the school.
- Students must make every effort to represent the school in a positive light.
- Students should behave in a manner that is sensible and respectful to the organisers and staff of other centres.
- Students must under all circumstances follow the health and safety guidance and ensure that others also follow such guidance.
- Students must wear the appropriate clothing or uniform for a visit or work experience.
- External visits and work experience are a privilege not a right.

## **PRAISE AND RECOGNITION**

The aim of the rewards system is to recognise a range of student achievements and to motivate students to continue to raise standards of attainment, effort and behaviour.

- **Classroom level** – Teachers are highly skilled at identifying opportunities to praise students and recognise their successes.
- **Faculty Team** – Students will be identified fortnightly by their teachers to receive recognition postcards for outstanding attainment and endeavour in their subjects.
- **Year Team** – Students will be identified fortnightly by their Personal Tutor to receive a praise phonecall home from their Year Leader.
- **Senior Leadership Team** – Students will be invited to meet with the Headteacher and team to recognise their achievements.
- Progress will be celebrated at **Celebration of Achievement Evenings**.

It is very important that the positive aspects of praise and rewards should have great emphasis. This is the only way to promote good behaviour. Often it is simply praise that will have the greatest effect on a child's behaviour.

To achieve the most positive effects we need all staff to use the reward system on a regular basis. Staff should try to ensure students of all abilities are being included in the rewards system. It is also important that the 'invisible' children are recognised by the system.

## **MOBILE PHONES**

We recognise that mobile phones can offer security and communication for our students on their journey to and from the school. Students are able to use their mobile phones at appropriate times through the day in designated zones. Students are not permitted to make or receive calls or texts no matter how urgent during lessons. Should a real emergency occur please contact the school office on 01824 703933 who will pass the message to your child.

## **CONFISCATION**

The Education Act 2006 allows schools and members of staff to confiscate an item of property, if their aim is to maintain an environment conducive to learning and one which safeguards the rights of others to be educated.

Most items that are confiscated will be returned, however should an item of property have little or no value then the school will dispose of such items. The confiscation of items that are dangerous, offensive, and illegal or pose a health and safety risk will be dealt with according to the law and on an individual basis.

## **RESTRAINT**

All school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a student from:

- committing a criminal offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student); or
- causing personal injury or damage to property; or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are:

- any member of staff at the school;
- any other person whom the head has authorised to have control or charge of students.
- This can also include people to whom the head has given temporary authorisation to have control or charge of students such as unpaid volunteers (for example parents accompanying students on school-organised visits); and does not include any students (including those in positions of authority, such as prefects).

The power may be used where the student (including a student from another school) is on the school premises or elsewhere in the lawful control or charge of the staff member for example on a school visit.)

## **SEARCHING**

The searching of a student will only take place very rarely by a member of the pastoral staff or Ysgol Brynhyfryd's Schools Liaison Police Officer. The Violent Crime Reductions Act 2006 makes it lawful for identified school staff to search students for knives or other weapons. The searching of a student will always be conducted in front of a witness and be by a member of staff of the same gender as the student. A student may also be asked to turn out their pockets and hand over any item that is causing a disturbance. Alternatively the police may be asked to carry out a search if the situation warranted such an action.

## **Rights and Responsibilities:-**

Ysgol Brynhyfryd and its staff have the right to:-

- Enforce the school's behaviour policy including rules and disciplinary measures.
- Expect students and parents cooperation in maintaining an orderly climate of learning.
- Expect students to respect the rights of other students and adults.
- Not tolerate abusive or violent behaviour.
- Involve outside agencies as appropriate.

## **Ysgol Brynhyfryd has the following responsibilities:-**

- To consult the school community on the Behaviour Policy.
- To ensure staff are clear about the extent of their authority.
- To support and praise students for good behaviour.
- To apply sanctions fairly.
- To make alternative provision available from day six of an exclusion.

- To ensure health and safety procedures are followed.
- To tackle bullying and ensure systems are present to address issues around bullying.
- To promote staff and student morale.

#### **Students have the right to:-**

- Be treated with respect and listened to.
- Be taught in an environment that is safe, conducive to learning.
- Expect appropriate action from school staff when dealing with any incident of bullying, violence, discrimination or harassment.

#### **Student responsibilities:-**

- To follow reasonable instructions, obey rules and accept sanctions.
- To act as representatives of the school when away from the building.
- To not bring inappropriate items to the school.
- To never harm, denigrate, bully other students or staff.

#### **Parents have the right to:-**

- Expect their child to be safe, secure and respected.
- Appeal to the Headteacher if they feel that the school has acted unfairly.
- Parents have the right to contact the Clerk to the Local Governing Body to appeal to the Local Governing Body if they feel that the Headteacher has acted unfairly.
- Be kept informed about progress including behaviour.
- Be listened to and receive a fair and prompt response.
- Appeal against an exclusion.
- Contribute to the development of the Behaviour Policy.

#### **Parent's responsibilities:-**

- To respect the school's Behaviour Policy and follow its guidance.
- To help ensure that their child follows the rules and reasonable instructions.
- To send their child to school punctually, suitably clothed, fed and rested.
- To ensure the school is aware of any Additional Learning Needs or other factor which may affect their child's behaviour.
- To support the school in promoting good behaviour.
- To attend meetings with staff in relation to their child's behaviour.
- To ensure that if their child is excluded that they are supervised and not in a public place during school hours.

#### **Statutory Authority regarding school Discipline**

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as Teaching Assistants.

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

## **EXPECTATIONS AND STANDARDS OF YSGOL BRYNHYFRYD STUDENTS**

The following is a list of standards and expectations for our students:-

- Treat all members of the school community with respect.
- Respect the fabric and structure of the building.
- Students are here to learn and must actively promote learning.
- Students are expected to behave in a safe manner at all times.
- Students are to follow the reasonable instructions of all staff.

In school on a day-to-day basis, this means our students will be:

- **Ready to Learn** – All Students will arrive to school with the appropriate appearance, attitude and approach that makes them ready to learn.
- **Respect** – Our school values the dignity of each member of its community. Students should show respect to each other and to staff.
- **Be Safe** – Students conduct and behaviour in school should be calm and harmonious, a positive climate for learning.

### **Items not permitted:-**

- Mobile phones if seen or heard outside the designated areas and times will be confiscated – they are only to be used during break and lunch in the canteen or outside.
- Music devices, games devices or any device deemed to have a negative impact on learning will be confiscated.
- Headphones are not permitted to be worn inside.
- Fizzy drinks/energy drinks are not permitted in the school.
- Sweets and items deemed unhealthy by the school are discouraged.
- Bags used for school must be a suitable size and strong enough to carry books and other equipment.
- IT equipment other than that issued or approved by Ysgol Brynhyfryd and inclusive of cameras and recording equipment.
- Cigarettes/tobacco/e-cigarettes.
- Illegal items or other drugs/substances.

### **Students will be expected to:-**

- Wear the full school uniform.
- Not have extreme haircuts - this includes colours and cut.

- Not wear any footwear such as training shoes, canvas pumps and any other footwear not approved of by the school.
- Eat only in the canteen and designated outside eating areas.
- Not engage in any commercial activity on Ysgol Brynhyfryd premises.
- Only wear outdoor coats outside of the building.
- Not wear hats or scarves in the building.
- Respect property belonging to others.

**Advice to students:-**

- Do not bring valuables or money into the school. Should you need to bring money into the school bring the smallest amount possible.
- Do not bring expensive items of clothing and equipment into the school. The school will not be liable for any damage or loss.
- Contact your Head of Year or Assistant Head of Year if you need clarification on any issue.