



# Behaviour policy and statement of behaviour principles

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# 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

The policy has been developed in conjunction with the **National Nurturing Schools Programme** where the six principles of nurturing practice are embedded in the school's ethos and practice.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

## 2. Legislation and statutory requirements

This policy is based on advice from Welsh Government and DfE guidelines on:

- [Exclusion from schools and pupil referral units \(PRU\)](#)
- [Behaviour management in the classroom: guidance for secondary schools](#)
- [Special educational needs: code of practice](#)
- [Travel behaviour code: guidance](#)
- [Inclusion and pupil support: guidance for schools and local authorities](#)
- [Nurture groups: handbook for schools](#)
- [Emotional health and well-being in schools](#)
- [Anti-bullying guidance](#)
- [Supporting learners with healthcare needs](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Refusal to follow reasonable instruction
- Swearing, threatening or aggressive behaviour towards staff, other pupils, visitors or members of the public
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Behaviour that puts themselves or staff/other pupils in danger including tampering with safety and security systems/equipment eg. security doors, cctv, fire alarm, wash/sanitising stations, fire fighting equipment.
- Possession of any prohibited items. These are:
  - Knives or weapons (including laser pens)
  - Alcohol
  - Illegal drugs (or any substance that is deemed to alter behaviour)
  - Stolen items
  - Tobacco, vapes, lighters, matches and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently by following the correct/agreed procedures
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly
- Arrange an appointment with the appropriate person to discuss concerns

## 6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and in an orderly manner around the school
- Treat the school buildings and school property with respect
- Be punctual to school, lessons and all organised activities
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Refrain from behaviours and practices that might put themselves or others in danger
- Behave in a welcoming and respectful way to all authorised visitors
- Behave in a considerate manner towards the health, welfare and safety of others.

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Rewards will be continuously reviewed and in line with the Learners' Voice. Positive behaviour will be rewarded with:

- Praise
- Merit points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- School visits

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class for a brief period of time
- Exclusion from organised activities/trips
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report' card

We may use the inclusion room in response to serious or persistent breaches of this policy. Pupils may be directed to the inclusion room during lessons by a member of staff if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are also sent to the inclusion room.

The inclusion room is managed by Mr Christopher Evans.

## 7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. This may be considered a serious breach of school rules.

## 7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been false and malicious, the headteacher will discipline the pupil in accordance with this policy. This will be considered a serious breach of school rules.

# 8. Behaviour management

## 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct
- Be present on the corridors between lessons
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported

## 8.3 Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline e.g. Mobile Phones. Pupils may collect these at the end of the school day, unless it is deemed by the Headteacher that a discussion with senior leaders and parents is needed.

Searching and screening pupils is conducted in line with the latest guidance on searching, screening and confiscation.

#### **8.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **9. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their continuing professional development.

### **10. Monitoring arrangements**

This behaviour policy, including the written statement of behaviour principles, will be reviewed by the headteacher and full governing body annually.



## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by all stakeholders
- Exclusions can be used as sanctions for serious misbehaviour
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## **Appendix 2: additional expectations during the Covid-19 pandemic**

As well as the expectations outlined in this policy, any pupil that behaves in a way that puts others' health at risk will be suspended from the school. These behaviours include:

- Deliberately spitting in the direction of others
- Intentionally coughing or sneezing in the direction of others
- Threatening to do one of the above
- Refusing to adhere to social distancing guidelines
- Refusing to follow instructions to wash their hands
- Refusing to follow instructions to stay in a designated area of the school
- Deliberate destruction of equipments or goods related to washing, sanitizing or safety.