

2017 – 2020

Behaviour Policy

Llanishen High School

This document contains the specific policy and associated information relating to Pupil Behaviour at Llanishen High School

Responsible Staff Member: Mrs J Pearce
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Llanishen High School Behaviour Policy

AIMS

The quality of relationships between pupils and between staff and pupils contributes significantly to the success of any school. For effective teaching and learning to take place, good relationships must be at the heart of all that happens. Every member of the school community has a part to play in building positive relationships.

To create a positive atmosphere and promote good behaviour we are committed

- ⤴ to delivering an exciting and challenging curriculum that takes into account the emotional and academic needs of all pupils
- ⤴ to a behaviour policy that supports pupils and staff with clear rules and procedures which reward positive behaviour and address poor behaviour.

Staff, governors and pupils have all contributed to the development of this policy.

SCOPE

This policy applies to behaviour in the classroom, on the school site, on school buses, on school trips including sporting fixtures and where it has a direct impact on other pupils.

PRINCIPLES

Our policy is underpinned by the following principles:

- Each member of the school community is responsible for fostering positive relationships.
- Adults must act as positive role models for pupils.
- People respond better to encouragement than to criticism.
- In any area of school life asking for help is a strength rather than a weakness.
- We strive to create a safe, caring and nurturing environment that enables each pupil to achieve their full potential.
- This policy along with other school policies applies equally to all members of the school community regardless of gender, race, religion, sexual orientation or disability.
- Bad behaviour is not acceptable and is addressed wherever and whenever it occurs.
- We take a restorative approach which is about building, maintaining and repairing relationships in the school community for the benefit of all.

These principles form the basis for recognising that rights are balanced by responsibilities.

All pupils have the responsibility to....	All pupils have the right to...	All pupils will show respect by...
Take part in lessons	Learn	Working both independently and together
Allow others to work uninterrupted		Contributing ideas
Ask for help when needed		Being in the right place at the right time
Be in the right place at the right time		Trying their best
Work to the best of their ability		

Listen carefully to each other	Be heard	Speaking respectfully and kindly
Tell someone if they have a problem		Taking turns to speak and listen

Take care of themselves and others	Feel safe and valued	Being polite and honest
Show control and make positive behaviour choices		Being sensitive to others in what they say and do
Keep hands and feet to themselves		Accepting and appreciating differences

Move around the school in a calm and orderly way	A safe environment	Moving around school calmly and quietly
Show respect for their own property and the property of others		Being careful with property

All staff have the responsibility to...	All staff have the right to...	All staff show respect by....
Plan and prepare interesting and relevant lessons	Expect pupils to complete work to the best of their ability	Making sure work is differentiated for individuals' needs
Keep pupils safe	Expect pupils to do what they ask the first time	Listening to pupils' concerns
Support pupils to develop academically, socially morally, spiritually and culturally	Expect pupils to treat them with respect	Being sensitive to others' beliefs and needs

REWARDS

Rewards are given for good behaviour, effort and work. These are consistently applied and help to foster positive behaviour by providing supportive feedback.

The rewards are

- ⤴ Praise - non-verbal (e.g smile or gesture) or verbal
- ⤴ Merits - for work including effort, classwork, homework, research work & project work
- ⤴ Comments on the School Information Management System (SIMS) to reinforce good behaviour by informing parents and other staff
- ⤴ Positive Notes Home – to inform home that a pupil has gone above and beyond normal expectations. These are worth 5 Merits
- ⤴ Congratulations letter home from the Subject Leader or Year Team Leader
- ⤴ Outstanding student certificates - awarded half termly to the outstanding pupil (for either achievement or effort) in every teaching group
- ⤴ Termly Certificates for the 30 pupils in each year group with most merits. (Top 10 = Gold certificate Second 10 = Silver Certificate Third 10 = Bronze Certificate)
- ⤴ Headteacher's commendation for outstanding work / effort over a sustained period
- ⤴ Annual awards for 4 pupils in each of Years 7 – 10 in the categories of excellent achievement, outstanding attendance, excellent effort and outstanding contribution to the school community
- ⤴ KS5 commendation certificates

RULES

Rules enable the school community to function safely, to promote successful learning and to encourage responsible behaviour. These outline clearly the expectations the school has of every pupil.

A staged system of sanctions for breaches of the rules allows the school to apply 'consequences' which appropriately reflect the level of misdemeanour. These are applied consistently across the school and between curriculum subject areas so that they work effectively.

Classroom rules

These are displayed in all teaching rooms

- ⤴ Arrive on time properly dressed, prepared & equipped
- ⤴ Follow instructions immediately
- ⤴ Respect people & property in your words and actions
- ⤴ Listen carefully to whoever is meant to be talking
- ⤴ Follow any safety rules that apply

Site rules

These are displayed in all corridors.

- ⤴ Follow all instructions the first time
- ⤴ Respect people and property in your words and actions
- ⤴ Attend all registration sessions, assemblies and lessons on time
- ⤴ Keep to the left in corridors and move safely
- ⤴ Keep the school and its outside areas, including the area around the main gate, smoking and litter free

Smoking

Smoking, including smoking e-cigarettes, is banned on the school site, at the school gates, on trips or elsewhere while pupils are in uniform. Any instances are reported to the Year Team Leader. For a first offence he/she will write to the parents. For a second or subsequent offence he/she will apply a Level 3 consequence (see below).

School transport

Pupils who travel daily on school buses must follow the bus behaviour code in the School Bus Contract (see appendix C). Failure to do so results in:

- ⤴ 1st offence a warning letter sent to parents from Pupil Support on behalf of the Year Team Leader
- ⤴ 2nd offence removal of bus pass for 1 week followed by a parental meeting with the Assistant Head Inclusion
- ⤴ 3rd offence removal of bus pass for 2 weeks followed by a parental meeting with the Headteacher
- ⤴ 4th offence removal of bus pass for half term followed by a parental meeting with a representative of Cardiff Council's School Transport Department and the Headteacher.
- ⤴ One-off serious offence deemed by Cardiff Council's School's Transport Team as placing other pupils and/or the driver in danger - immediate and permanent removal of the pupil's bus pass.

School trips

Behaviour on school trips must be in line with the school's behaviour policy. Particular behaviour requirements for individual trips are detailed in the risk assessment for the trip. Pupils travelling by bus/coach/minibus on a school trip are required to follow the Bus Behaviour Code (see appendix C).

Pupils who fail to comply with behaviour expectations whilst on a school trip receive consequences in line with this behaviour policy on return to school. An incident which is deemed to place other pupils or adults in danger results in an immediate removal of the pupil from the trip/visit and a period of isolation.

CONSEQUENCES

Negative behaviour is not tolerated and is addressed immediately.

The graduated consequences for poor behaviour and the behaviours which trigger them are set out in fully in Appendix B.

These include in order of seriousness

- ✦ a reminder from the teacher or cover supervisor
- ✦ a verbal warning
- ✦ a level 1 consequence
- ✦ a level 2 consequence applied by the subject leader
- ✦ emergency rota call out and a level 3 consequence which can result in internal exclusion, isolation or a fixed-term or permanent exclusion

Poor behaviour may result in the removal of opportunities for individual pupils to take part in reward activities such as school trips or to attend the Year 11 Prom.

Internal Exclusion

Pupils are placed in the Internal Exclusion Room (IER) for serious offences against other pupils, staff or the school environment

- Emergency Rota staff, the Head of Department or the Year Team Leader place pupils in the IER.
- Pupils are placed in the IER for a minimum of half a day which means missing either break or lunch
- Pupils placed in the IER have to hand their phones over to the supervisor for the duration of their time in the IER.
- Parents are informed by a letter sent by the IER supervisor on behalf of the Year Team Leader.
- Being placed in IER three times in a half term results in an additional day in Isolation
- Failure to comply with the behaviour expectations of the IER results in the pupil being placed in isolation.

Isolation

The pupil is required to work in isolation for a set period of time under the direct supervision of a senior member of staff. The pupil is not allowed contact with other pupils during the school day with break and lunchtime periods also supervised by the staff member.

Periods of isolation are given for

- ✦ refusal to work in the IER
- ✦ walking out of the IER
- ✦ referral to the IER 3 times in one half term
- ✦ aggression (physical or verbal) towards staff or other pupils
- ✦ damage to property
- ✦ serious incidents of defiance

Parents receive a formal notification letter advising that their son or daughter has been placed in isolation and the reasons for this.

Fixed Term Exclusion

Where possible short-term exclusions have been replaced by isolation. Longer fixed term exclusions are used by the Headteacher to address serious or repeated instances of poor behaviour.

Parents receive a formal notification letter. The pupil and their parents are required to attend a post exclusion meeting with the Year Team Leader. At this meeting a Post Exclusion Action Plan is agreed detailing the targets for improvement and the support to be put in place.

Managed Moves and Permanent Exclusion

If all other sanctions have failed, the school can consider with the local authority exclusion team whether the pupil and their parents should be invited to agree a managed move to another school. Such a move can offer the pupil a fresh start and help ensure the continuity of their education.

If consideration of a managed move fails the headteacher can permanently exclude a pupil. The headteacher can also permanently exclude a pupil for a single, dangerous offence such as arson, physical assault on another pupil or a member of staff or supplying an illegal substance to other pupils. If a permanent exclusion takes place the Governing Body convenes a Pupil Discipline Panel to decide whether to uphold the exclusion.

SPECIALIST SUPPORT

The Behaviour Support Base offers support for pupils with behavioural, emotional and social difficulties (BESD) . This support is given in four different but complementary ways:

- ⤴ A six week full-time programme of behaviour modification for groups of 6-8 Key Stage 3 pupils
- ⤴ BESD withdrawal group sessions delivering intervention programmes to address behavioural, emotional or social difficulties
- ⤴ 'Return to learn' support for pupils returning from exclusion
- ⤴ 1-1 in class support for pupils whose BESD statement requires this level of support

Details are set out in Appendix D

RELATED POLICIES (available on the school website)

Equality
Child protection
Internet and e-safety
Complaints
Anti-bullying
School trips
Substance misuse education and incident

Appendix A Rewards

Praise

Praise can be non- verbal (a smile or gesture) or verbal

Merits

Merits are awarded for work that is 'over and above' expectation. They are awarded for a variety of reasons including:

- Good effort (including behaviour)
- Good classwork
- Good homework
- Good research work
- Good project work

Teachers/Learning Support staff awarding merits use the following tariff

Task	Merits Awarded
Good work / behaviour/ effort/ homework	1 merit
Good/improved test result	1 merit
Good extended research/project	2-3 merits
Written work including at least 3 of the different text types displayed in classrooms	3 merits
Contribution to school community	1-3 merits as appropriate

Form tutors award merits use the following tariff when monitoring use of planners:

Rule	Merits Awarded
Productively used and planner signed by parents	2 merits
Productively used , planner not signed	1 merit
Planner signed, not productively used	1 merit
Not productively used and not signed	0 merits

Termly Merit Certificates

Awarded to the 30 students in each year group with most merits.

Top 10 = Gold certificate Second 10 = Silver Certificate Third 10 = Bronze Certificate

Comment in SIMS

Staff record merits on SIMS so that the form tutor, individual teachers, the Year Team Leaders and parents are all informed. We aim to use SIMS as much as possible for positive reinforcement.

Positive Notes Home

Inform home that a student has gone above and beyond normal expectations. These are worth 5 Merits

Congratulations letter home

Inform home of a one off outstanding achievement sent by the Subject Leader or Year Team Leader

Outstanding student certificate

Awarded half termly to the outstanding student (either for achievement or effort) in every teaching group.

Super Form- Years 7-9

At the end of year the top performing form is taken on a reward trip in recognition of its hard work over the past year. The winning form is determined on the basis of merits awarded, school Eisteddfod results (Years 7 & 8) and Sports Day performance. In addition the 30 pupils with the highest merit totals in each year group are rewarded with a half or full day off-site activity.

Headteacher's Commendation

This reward is given for special effort over a sustained period. Commendations are presented to the outgoing year 7, 8, 9, and 10 at the annual Awards Evening and to year 11 as part of their GCSE presentation.

Awards

At the end of the year all staff are asked to nominate one pupil from each of years 7, 8, 9 and 10 in each of the following categories:

- Excellent achievement
- Outstanding attendance
- Excellent effort
- Outstanding contribution to the school community

Awards are made to the pupils with the greatest number of nominations in each category. These are presented at the annual Awards Evening.

KS5 Commendation Certificates

Staff teaching KS5 award commendation certificates for effort and achievement. Staff award 3 to 6 commendations per teaching group per half term. These are recorded on SIMS and collated.

Appendix B Consequences

Classroom behaviour consequences

Behaviours	Consequences
<p>You get a reminder for:</p> <ul style="list-style-type: none"> • Talking out of turn. • Being off task. • Being out of your seat. • Distracting others • Other low level disruption 	<p>Reminder of school rules from your teacher/cover supervisor</p>
<p>You get a verbal warning for:</p> <ul style="list-style-type: none"> • Continuing any of the inappropriate behaviour for which the reminder was issued. • More serious disruption. • A minor Health and Safety issue. 	<p>Verbal warning from your teacher/ cover supervisor</p>
<p>Behaviour that will result in a Level 1 consequence :</p> <ul style="list-style-type: none"> • Failure to respond to verbal warning/s. • Continued low level disruption to lesson. • Failure to follow Health and Safety rules • Inappropriate language/ conversation. • Throwing an item across the room. • Defacing own property/another pupil's property • Language of a homophobic, racist or similar nature. • Failure to put away mobile phone/ipad or other electronic device when requested. 	<p>Level 1 consequence (C1) from your teacher include one or more of the following:</p> <ul style="list-style-type: none"> • Verbal reprimand • Being sent out of the room for 2/3 minutes time out • Move of seat • Comment in planner • Extra work set by teacher to be completed at home. • Detention with your teacher • Contact home
<p>Behaviour that will result in a Level 2 consequence (C2) :</p> <ul style="list-style-type: none"> • Refusal to follow instructions. • Failure to amend behaviour following a C1. • Defiant or disrespectful behaviour to staff or other pupils • Being late to lesson repeatedly. • Repeated lack of equipment. • Defacing school property. • Failing to complete set homework. • On-going/ repeated use of mobile phone/ipad or similar electronic device despite being asked to not to by teacher. 	<p>Level 2 consequence (C2) from the Subject Leader will include one or more of the following:</p> <ul style="list-style-type: none"> • Departmental detention • Departmental letter home • Departmental report • Removal to another room within the dept for remainder of lesson • Removal to another room for next lesson with prior arrangement • Contact home

<p>Behaviour that will attract Emergency Rota call-out and a Level 3 consequence (C3) :</p> <ul style="list-style-type: none"> • An incident that seriously threatens the Health and Safety of the teacher and/or other pupils. • Serious damage to the school environment. • Extreme rudeness/defiance to staff or pupils. • Aggressive behaviour towards pupils or staff. • Refusal to go to or continued disruption in Department Remove Room. • Truancy 	<p>Level 3 consequences (C3) (Emergency Rota) will include one or more of the following:</p> <ul style="list-style-type: none"> • Removal to Head of Department • Emergency removal to Internal Exclusion Room • Letter home • On report to Year Team • Parental interview • Completion of a pupil removal form which includes a letter of apology to be completed prior to return to the class where the offending behaviour occurred
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Additional Consequences

Year Team Leader Detention

Behaviour	Consequence
2 or more C1 s in a week 2 or more reports of lack of equipment in one week 2 or more days of incorrect uniform in one week 3 or more reports for inadequate work in one week 3 or more reports of late to lesson/registration in one week	Lunch time detention 30 minutes
2 or more reports of missed homework in one week	Homework Detention 30 minutes
2 or more incidents of being removed from lesson in one week 2 or more incidents of leaving a lesson without permission in one week Failure to attend YTL Lunchtime detention	YTL after school detention 30 minutes

Whole School Detention

Behaviour	Consequence
Failure to attend subject/faculty/YTL detention Poor behaviour in a subject/faculty/YTL detention Smoking on school site despite having been given a warning letter for a previous incident	SLT detention for 1 hour after school

Appendix C Behaviour on School Transport

All pupils who travel to and from Llanishen High School, using dedicated transport, have the right to a **safe journey**. To ensure this, pupils need to acknowledge their rights and responsibilities and ensure the highest standards of behaviour are observed at all times.

Pupils have the right to:	Pupils have a responsibility to:
<ul style="list-style-type: none"> • safe and comfortable travel • be treated with courtesy • travel free from verbal and physical abuse • expect their property to be safe • board and disembark in a safe manner • enjoy their travel. 	<ul style="list-style-type: none"> • contribute to safe and enjoyable travel for all passengers • follow the Code of Conduct and accept the rules of bus operators • be responsible for their attitudes and actions • respect the rights of other passengers • treat bus drivers with respect • follow direction/instruction of drivers • report any unsafe behaviour to the driver or the school • express concerns in an appropriate manner • demonstrate self control • be cooperative.

The following behaviours are unacceptable;

- behaviours which may be irritating, unpleasant but not physically dangerous e.g. moving from seat to seat or verbal abuse.
- behaviours where there may be some physical danger to individuals e.g. failure to wear seat belt or pushing/shoving when leaving bus
- behaviours which are very dangerous to individuals, or very destructive e.g. throwing items, fighting or causing damage to the bus.
- life-threatening behaviour e.g. tampering with fire exit while bus is in motion, distracting the driver while the bus is moving.

Appendix D Behaviour Support Base

The base offers support for pupils with behavioural, emotional and social difficulties (BESD) in four different but complementary ways.

- The Revolving Door
This provides a six week full-time programme of behaviour modification for groups of 6-8 Key Stage 3 pupils.
Criteria for entry
Pupils at KS3
Pupils at School Action Plus on the Special Educational Needs register
Pupils who already have Personal Support Plan
Pupils for whom all interventions so far have failed to bring about sustained improvement in their behaviour
Pupils who are at risk of exclusion
Format of support
Pre-programme parental involvement
Strong links with other providers
Learning programme taught by BESD teaching assistants
Team /self- esteem building days
Post programme reintegration into the classroom
Ongoing monitoring and support
- Withdrawal intervention sessions
These encompass a variety of intervention programmes to address issues such as conflict avoidance, friendship skills, anger management and lack of self esteem
Criteria for Entry
Pupils in Key Stages 3 and 4 who are identified as being at school action on the school's BESD register.
Format of support
Groups of 4-5 pupils
6 x 1 hour weekly sessions
Delivered by BESD teaching assistants
- 'Return to learn' Support - Supervision of pupils returning from a fixed term exclusion to include
Facilitation of the post exclusion meeting and the creation of the post exclusion action plan
The venue for any restorative intervention
Facilitation of any catching –up of classwork
- 1-1 in class support for pupils whose BESD statement specifies this level of support
Teaching assistants delivering this support are employed on an annually renewable contract using the funding which the pupil receives as a result of their statement.