

PORTHCAWL COMPREHENSIVE SCHOOL BEHAVIOUR POLICY

Learners at the school should be aware that, whatever their age, ability and interest, they are members of a community in its broadest sense, and that they should behave in a manner which reflects the general well-being of the school. All learners should behave in a way which is non-threatening and respectful to other people, property and views.

This policy is written with due regard to the Welsh Governments 'Exclusion from Schools and Pupil Referral Units' Ref: 081/2017

Our aims are:

- To provide a clear and consistent approach to behaviour management which supports pupils' development and learning.
- To nurture a positive ethos across the whole school in which all pupils can grow and learn safely.
- To support learners in modifying negative behaviours and making responsible, positive choices.

To be successful in achieving our aims we need to:

- Base all systems, procedures and practices on a robust understanding of behaviour and the needs underlying it
- Understand our own role in promoting positive behaviour
- Work proactively to reduce, whenever possible, the likelihood of challenging and inappropriate behaviour within an agreed whole-school framework (outlined in this policy)
- Provide clear parameters and sanctions which are restorative in nature and aim to reduce the likelihood of inappropriate behaviours reoccurring
- Ensure that behaviour management is consistent across the school, clearly understood and shared by all: learners, staff, parents and carers
- Work closely with parents and carers in a respectful, positive and productive partnership
- Work closely with other agencies
- Ensure that all staff have access to CPD in this area, enabling them to understand the principles on which the behaviour policy is based, as well as the content and procedures. This will include appropriate induction arrangements for new staff.

Pupils and staff will create an ethos and environment where learners exhibit respect for:-

- Themselves - by behaving in a dignified and responsible manner.
- School staff and other learners- by being courteous and conducting themselves in an orderly manner.
- Our community - by being polite on the way to and from school, and being considerate to people who live in the vicinity of the school.
- School property - by preventing damage to buildings, fixtures, furniture and equipment.
- School uniform standards - by being neatly dressed in the school uniform as outlined in the School Prospectus and Pupil Planner. The most up to date uniform information is available on the school website or may be obtained from the school.
- School rules - smoking/ vaping is not permitted on school premises or at any time when wearing the school uniform. Cigarettes, matches, lighters, vaping devices or any illegal substance must not be brought to school.
Mobile phones should not be used in lessons (unless permission is given by a member of staff) or used on the way to lessons, at break or lunchtime. Electronic media storage devices that are not directly related to study should not be used in school. If learners are using these items they risk being confiscated. The school will not accept responsibility and any damage or loss how so ever caused and will not be investigated by the school.

The school rules may be modified or amended without notice following consultation of the Senior Leadership Team and endorsement of the Governing Body.

A core belief of Porthcawl Comprehensive School is that behaviour is interactive and contextual, and that therefore how we work proactively in structuring the environment and ethos of the school will do much to reduce the likelihood of challenging and inappropriate behaviour arising. We believe that it is always a better use of time to proactively avoid an incident occurring than to deal with it and its aftermath.

Learners will not behave well if they are unable to access the curriculum (e.g. if the literacy demands are too high), or if the teaching is undifferentiated, poorly paced or uninteresting. It is therefore of crucial importance that the mechanisms for ensuring high quality teaching and learning are effective, robust and adhered to. See our 'Teaching and Learning Policy' for how we ensure that factors related to teaching and learning promote positive behaviour.

The deployment of staff is also a crucial factor in ensuring a proactive approach to behaviour management and modification. While we recognise that we are aiming for learners who independently make wise behavioural choices, it is important that they feel safe and are supervised by adults at all times while they are in school. The following steps have been taken to ensure that this is the case.

- A clear rota aims to ensure that all areas of the building and outside areas are staffed during staff briefing and break time.
- Supervision around the site is provided at lunchtime.
- Staff aim to meet and greet learners at classroom doors and, in doing so, monitor movement between lessons.

Other ways in which we manage and modify behaviour proactively include: the environment we learn and work within, the relationships we build, the classroom, group and community ethos we build, the use of praise and rewards. Each of these is examined in turn in the following sections.

Environment

At Porthcawl Comprehensive School the emotional health and wellbeing of pupils and the development of their social, emotional and behavioural competencies has a high profile. This profile includes high-quality displays, postcards, certificates, awards assemblies and celebration events which highlight learners' achievements and offer a forum to recognise their individual personalities, strengths and talents, and build self-esteem. Across the school there are opportunities to ensure each learner feels that they belong, particularly through the work of the form tutor, pupil voice activities, form time activities and school council.

Relationships

Relationships between staff and individual learners are a key factor in behaviour management and modification. Some of our learners may have problems forming relationships of trust with adults, and behaviour management strategies, however well used, will only be effective within the context of relationships. The effectiveness in modifying behaviour through both reward and sanction depends, at least in part, on the context of the relationship in which they are applied.

Relationships take time to develop, and finding ways of establishing positive ones are the responsibility of the adult. We strive to achieve good relationships with all of our learners through:

- Developing a thorough knowledge of the learners we work with.
- Demonstrating respect in all our interactions with them.
- Demonstrating interest in their wider lives.

Classroom, group and community ethos

Pupils will learn in an environment that provides:

- Emotional security
- A sense of belonging
- A sense of being valued

We therefore aim to ensure that all classrooms provide:

- Positive and respectful relationships between staff and pupils
- A classroom ethos that is calm and positive, offering learners a high level of emotional security.
- Adults who model emotionally literate behaviour, tolerance, humour and respect.
- Every opportunity to build the confidence of learners, responding positively to effort.
- Clear and high expectations linked to the school rules which are constantly and consistently reinforced by staff members.

Use of praise and rewards

We aim for the use of praise to significantly outweigh the use of negative statements. The purpose of praise and rewards at Porthcawl Comprehensive School is:

- To promote good habits.
- To create and sustain a positive learning environment.
- To motivate.

Individual subject teachers are responsible for running praise and rewards systems with their classes. These systems should be bespoke to the needs of the class and the learners within it.

Teachers will reward:

A sustained effort in a series of lessons
A standout piece of work that shows excellent effort
An excellent oral contribution over a series of lessons
Excellent work with peers over a series of lessons
An outstanding test/ exam result (at least 1 level above expected level/ grade)
Notable improvement in attainment
Regular attendance/ contribution to extra-curricular activities

Achievement points are recorded by the member of staff on SIMS.

Teachers will be clear with learners regarding what behaviours, attitudes and habits will be valued and recognised. Class rewards systems are not aimed to put pupils in competition with each other but about each learner doing their very best and everyone celebrating improvement and hard work. The class rewards system will be inclusive; it is not about having the same criteria for everyone, but about motivating individuals. Recognition will be accessible to parents/carers whenever possible.

Teachers may use rewards tools such as:

- Stamps or stickers in book/planners
- Positive notes in planners
- Postcards home
- Star of the week
- Certificates
- Phone calls home
- Showcase good work via social media (with permission and within appropriate protocols)
- Small prizes such as stationery

Heads of Year ensure that public recognition is given regarding important aspects of school life such as punctuality and attendance. They will recognise success with their year groups via assemblies and meeting individual learners. There will also be an annual prize evening where academic success in external examinations is celebrated together with other achievements in the arts and sport.

The school policy on discipline will result in fairness and firmness for all. Discipline is a corporate responsibility shared by all. It is also the school's aim to modify unacceptable behaviour as well as producing a firm response when it is necessary. Support whenever possible is the preferred option in preference to any sanction.

Some categories of Unacceptable Behaviour include:

(please note that this is not an exhaustive list and may be amended by the Headteacher as required at any time).

- Bullying
- Damage to: school property, personal property
- Disrespectful conduct: verbal, written or not following instructions
- Disruptive behaviour in classrooms, dining halls, other areas within the school perimeter
- Failure to complete tasks (homework, coursework, etc) set by teachers
- Lateness
- Leaving school without authorisation i.e. truancy
- Smoking, the use of vaping devices and the possession of alcohol
- Theft: school property, personal property
- Uniform: non-compliance
- Use of or possession of or the attempt to purchase/supply illegal substances
- Use of unacceptable language: verbal or written including racial or minority group abuse
- Violence: towards staff or pupils

N.B. There are separate policies in the **School's Policy Directory** for several of the above named categories. These include:

Anti-Bullying Policy

Uniform Policy

Use of Reasonable Force

Equal Opportunities

E safety

Safeguarding

Travel Behaviour Code (BCBC)

School Substance Misuse (BCBC)

All policies may be obtained from the school on request.

1. What Staff should do:

Follow the school and departmental policy.

Observe relationships and behaviour.

Report incidents through SIMS. Records of behaviour sanctions may be referred to when deciding if a pupil can attend a trip.

Be punctual to lessons and when on duty.

Make learners aware that they should report alleged incidents of unacceptable behaviour to any member of staff.

Where appropriate, communicate the School's policy and deliver teaching on appropriate behaviours.

Preferred Practices for Reducing Low Level Disruption

Underlying principles:

- Most behaviour issues should be dealt with by the class teacher, supported as necessary by the Head of Department and other colleagues.
- There will be a high expectation about learner's behaviour, otherwise learning cannot happen either for the individual or for the rest of the class.
- There should be consistency of expectations and reactions to behaviour issues – by the same teacher within and between lessons, across the department (and ultimately the school). Learners need to be clear about classroom routines – such as what to do when they first sit down, what level of talk is acceptable for what learning context etc.
- Teachers will aim to change the behaviour that is unacceptable, by not just giving punishments that fundamentally do not change the behaviour, and at the same time have an adverse effect on the teacher's relationships with the pupil or class, and learner motivation (this is a downward negative spiral).
- Some learners need more support. Therefore, all staff need to have a planned approach. There must always be the chance for a learner to redeem him/ herself, sanctions should be used reluctantly, and always after a pupil has been offered a choice of how to behave and has made the wrong choice. For example, rather than move a pupil to another seat straight away, give them 5 minutes to reflect on their behaviour and choose to improve it themselves.
- Support the learners in high standards of behaviour, expect high standards, reward high standards, manage behaviour positively (eg. by deflection or distraction). Where learner behaviour falls short of the high standards expected, steps must be taken to improve it. If poor behaviour is tolerated or an inappropriate sanction is imposed, the pupil will not learn from the experience and may disrupt the class for others.
- The sanction should fit the behaviour. A week of detentions, or removal for the whole lesson, are not suitable reactions to a low level incident.

2. Action to be taken by school staff

The severity and frequency of unacceptable behaviour and the circumstances of the learners will determine the action to be taken. Action may include:

Verbal warning that future incidents would lead to sanctions.

Contact with home, parents or carers.

Pastoral report, Year Tutor report.

Headteacher's report.

Detention.

Inclusion.

IAP/ PSP

Referral to behaviour support team.

Sanctions which may include the confiscation of item of pupils' property.

Contracts for behaviour modification.

Pre-exclusion warning.

Referral to SENCO.

Referral to student support.

Fixed term exclusion.

Permanent exclusion.

In the case of assault, do not:

- Place yourself in danger – call for assistance if there is the slightest doubt.
- Assume that the alleged is at fault and there is no one else who has to answer for his/her actions.
- Keep the incident to yourself because you have dealt with it.
- Fail to report any incident where health & safety may be an issue.

Who to inform:

Inform Duty Officer/ Senior Leadership who will then inform Pastoral Staff. Parents/ carers will be contacted and the action to be taken by the school will be outlined to them.

3. Duty Officer: Process and Procedures

The nature and severity of the problem will determine whether it is necessary to seek the intervention of a Duty Officer.

(I) Problems within a Classroom, e.g. no homework to present, failure to provide equipment and failure to settle down to work, **should be dealt with initially by the classroom teacher**. Having exhausted the methods usually employed by the classroom teacher, it will then be necessary to **involve the Head of Department**. The Head of Department must be provided with a completed write up recorded on SIMS and implement the department's behaviour policy.

The Duty Officer can be called when all other discipline strategies have been tried or the seriousness of the incident demands the presence of a more senior teacher.

Gross insolence, disobedience and the use of unacceptable forms of language could fall into this category. However, fast-tracking of problems to the Duty Officer must be avoided.

Furthermore, the Duty Officer must be provided with a completed write up recorded on SIMS and be satisfied that it is not a problem that the department could deal with.

It is the responsibility of the Duty Officer or HOY to inform staff of the action taken in the event of a pupil being referred via SIMS. The cause for the referral and action taken is recorded in the duty officer book and will be recorded electronically at the end of each day.

(II) Problems arising during breaks or at other non-lesson periods in the day can be dealt with by the Year Tutor and Link SLT. Where neither are available, the Duty Officer will investigate and report on the problem to the Year Tutor. If an incident occurs when a member of staff is on duty they will deal with incident wherever possible and report to the Head of Year, recording the incident on SIMS, only serious concerns should be relayed to the Duty Officer to investigate.

(III) Truancy - when a pupil is missing from a lesson without a valid explanation having registered as being in school. The Duty Officer is responsible for making enquiries and reporting the incident. Having checked relevant sources of information, e.g. signing-out book, the Duty Officer will attempt to locate the pupil. The matter is passed to the Educational Welfare Officer (E.W.O.) when available to investigate further and a telephone call is made to advise parents/carers of the situation.

The truancy is logged in the Duty Officer book and the copy of the incident is passed to the relevant Year Tutor. The Year Tutor will take the appropriate action that must involve a letter to parents/carers.

4. Detention of Pupils

A detention system operates on Tuesday and Thursday in Room A3 from 3.30 to 4.00 p.m. supervised by Year Tutors and Senior Staff on a rota basis. A minimum of 24 hours written notice must be given to pupils before they attend an after-school detention.

Pupils may only be placed in detention by members of the Pastoral Team. Individual members of staff must not place pupils in detention without prior referral to the Year Tutor or Senior Staff. The pastoral team only do so having first completed the letter of notification to parents which includes the pupils' acknowledgement signature for the letter.

A departmental detention may be held at lunchtime or breaktime supervised by staff for pupils failing to complete homework or written assignments or for poor behaviour.

5. The Confiscation, Retention and Disposal of Pupils' Property

The school serves notice of its intention to include the use of confiscation as a sanction within the behaviour policy. The key determining factor here will be the proportionality of the confiscation. The act of confiscation will be reasonable in relation to the problem caused by the learner/item of property.

The school will use the following guidelines when deciding when to confiscate an item and for how long to retain the pupils' property. Confiscation may be applied where:-

An item poses a threat to others.

An item poses a threat to good order for learning.

An item is against school uniform rules.

An item poses a direct threat to health & safety.

An item is illegal for children of certain ages to have in their possession.

When an item of pupils' property is confiscated it is the responsibility of the teacher who confiscated it. All confiscated items should be taken to reception where it will be stored securely and a record kept. Upon return of property pupils will sign for their property, serving as a receipt for its safe return.

When confiscating an electronic media storage device such as a mobile phone particular care must be exercised:-

The teacher should not attempt to access any material stored on the device.

The device should be switched off (ideally by its owner).

The pupils name and any other relevant details are written on an envelope.

Whenever possible, the device should be placed in the envelope by the owner, the teacher then seals the envelope in the presence of the owner.

The package should be taken to reception for recording and storage.

In the extreme case of a suspicion that material held on a device is illegal or has child protection ramifications a member of the Senior Leadership Team will be contacted immediately.

The decision to retain a device for an extended period of time will be taken against the background of pupil safety, e.g. travelling to and from school, parental contact etc.

In some extreme cases it may be determined appropriate for the school to dispose of confiscated property. Such a decision will involve the nature of the confiscated item, its legality and the severity of danger it poses. Any and all decisions to dispose of confiscated property will involve the Senior Leadership Team and the parent/carers of the learner involved. In the case of dubious legality the school will liaise with the Police Liaison Officer.

6. Pupils 'On Report' / Inclusion

Members of the Pastoral Team may place a pupil 'on report'. Pupils on report will be identified on SIMS with a colour change to their name for the duration of the report.

The learner placed 'on report' must:

Obtain a written comment and signature on his/her attendance and/or behaviour for every lesson from the member of staff teaching them.

Report twice a day to the Year Tutor or Senior Staff.

Obtain the parent/carer's signature on the 'Report Card' each evening.

Pastoral staff may decide that a learner should have the privilege of attending normal lessons withdrawn and be 'included'. In this case, the pupil will follow an individual program. Class teachers are responsible for setting the work in this situation. Supervision of the pupil concerned will be the responsibility of Senior Staff/ Year Tutor.

A learner who has been included is provided with a 'communication sheet', which the member of staff responsible for their supervision completes each lesson giving details of work completed by the learner.

The learner is required to acknowledge their inappropriate behaviour, writing down how they will prevent a recurrence. The parent/ carer is also required to sign the form, acknowledging that they have spoken to their child regarding their behaviour. Until the form is complete the learner is not permitted to return to normal lessons.

During internal inclusion, electronic devices such as mobile phones will be confiscated. A learner who has been included is not permitted to join their peers at break and lunchtimes.

7. Exclusion of Pupils

Occasionally, in the interest of all concerned, a pupil will be excluded by the Headteacher. The duration of the exclusion is determined by the Headteacher and is reported to the Chair of the Governors if this exceeds fifteen days in any one school term or is a permanent exclusion. If a pupil is excluded for more than fifteen days in any school term, twenty five days in any one year or permanently excluded a meeting of the Pupil Disciplinary Sub-committee of the Governing Body is convened to discuss the matter.

A PSP is a plan which involves the school, parents and any outside agencies in supporting the pupil. A PSP is set up with an aim to prevent permanent exclusion. Support from outside agencies can be engaged with an IAP and you do not need a PSP. A PSP can run concurrently with an IAP.

A PSP is designed to be a positive and supportive document that intervenes with a learner's negative behavioural pattern to prevent exclusions.

The Decision to Exclude

At Porthcawl the decision to exclude a learner should be taken only:

- in response to serious breaches of the school's behaviour policy
- and
- if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school

Only the Headteacher can exclude a learner. If they are absent from school, then the most senior teacher may exercise the power of exclusion. At Porthcawl this will be the Deputy Head Teachers or the Assistant Head Teacher, who will make it clear that they are acting in the Headteacher's absence.

The decision to exclude a learner 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 strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and should normally be used as a last resort.

There will, however, be exceptional circumstances where in the Headteacher's judgement it is appropriate to permanently exclude a learner for a one-off offence.

These might include:

- serious actual or threatened violence against another learner or a member of staff
- sexual assault or assault
- supplying an illegal drug
- use or threatened use of an offensive weapon

In most cases it would be appropriate for the school to inform the police if they believe such a criminal offence has taken place.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

8. Pupil Messengers

The use of pupils to convey messages during lesson time should be kept to a minimum. When pupils are required to carry messages they should be sent singly and not in pairs. All staff sending pupils on messages should provide the pupil with the blue card issued to all staff, bearing the name of the member of staff. Failure to do so may result in the pupil being returned to the classroom by one of the Senior Staff.

