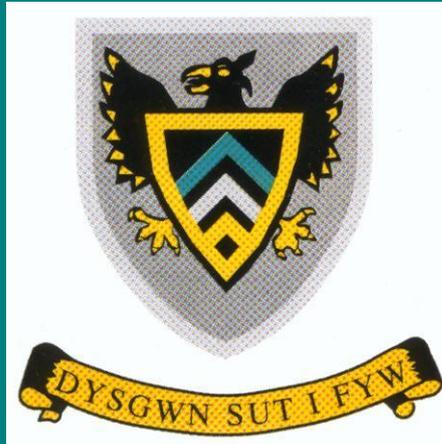


**YSGOL GYFUN  
BRYNTIRION  
COMPREHENSIVE  
SCHOOL**

# BEHAVIOUR POLICY



## **AIM OF THE POLICY**

To assist in the creation of a school environment which is orderly, supportive and intended to promote mutual respect. It is firmly believed that such an environment will help facilitate effective learning in keeping with the school Mission Statement.

## **OBJECTIVES**

**To make pupils aware of the behaviour expected of them in the school environment and elsewhere.**

**To establish clear procedures for dealing with issues of pupil discipline.**

**To implement a system of rewards so as to help promote positive behaviour.**

**To identify and implement, as deemed appropriate, a range of sanctions to deter poor behaviour and reinforce the need for good behaviour.**

**To ensure a consistent application of these procedures throughout the school.**

Key elements of Bryntirion's Behaviour Policy include:-

- ***Pupil Expectations***

Pupils are expected to attend school regularly, punctually, properly equipped and prepared to work hard and to the best of their ability at all times.

Pupils are expected to be properly dressed in school uniform, show mutual respect and courtesy to all other pupils, staff and neighbours, and to exhibit good behaviour in accordance with the school rules.

- ***School Rules***

School rules are clearly outlined in the School Prospectus, Student Planner and the Staff Handbook document on Behaviour, Discipline, Sanctions and Rewards.

School rules may also be reinforced in curricular situations such as PSHE lessons, pastoral sessions, assemblies and in other appropriate situations.

- ***Procedures for Support and Guidance***

A range of rewards and sanctions are outlined in the School Prospectus, Student Planner and the Staff Handbook document on Behaviour, Discipline, Sanctions and Rewards.

A range of personnel will be involved in the procedures for support and guidance – the pupils themselves, school staff, parents, governors and external agencies as appropriate.

Where poor behaviour is felt to necessitate disciplinary sanctions, every effort will be made to ensure that these will be applied in accordance with the expectations and procedures outlined in the Behaviour Policy and related documentation and such operational expectations and requirements as may be made by the LEA and/or the National Assembly for Wales at that point in time.

A home/school behaviour contract outlines the expectations of all pupils and possible sanctions.

## **ONGOING REVIEW**

Bryntirion Comprehensive School's Behaviour Policy will be subject to annual review by the school's Governing Body.

The Staff Handbook document on Behaviour, Discipline, Sanctions and Rewards will be subject to review and possible amendment, as appropriate, in the light of changing circumstances. Where changes are made in the recommendations and procedures outlined in this document, every effort will be made to ensure that all stakeholders will be informed of these changes.

## **DISCIPLINE/BEHAVIOUR POLICY**

In order to be effective as an educational institution and an achieving school, a Behaviour Policy needs to be in place which is easily understood by the whole school community and which is applied consistently and rigorously by all staff.

The school wishes to promote a positive approach to discipline and behaviour, where good attendance, effort, achievement and community service are rewarded. At the same time, when standards of behaviour are not acceptable, the school seeks to be firm, fair, clear and consistent:-

- **Firm** in that incidents are followed up; action is taken; the pupil is made aware that their behaviour is unacceptable and serious incidents are dealt with accordingly, which includes use of the exclusion procedures.
- **Fair** in that the nature of the punishment suits the offence, but allows for individual circumstances.
- **Clear** in that, on entry to the school, every pupil is given a copy of the document which sets out the expectations of all our pupils in a positive manner. Parents are also made aware of these expectations by way of the School Prospectus.
- **Consistent** in that clear guidance is given to staff to promote a consistency of approach when dealing with incidents of misbehaviour and that the range of sanctions are consistently applied.

To be effective, all staff must enforce the Behaviour Policy rigorously and consistently. If this is not the case, then pupils will become confused and the policy weakened. Our School Policy for Behaviour and Discipline must be reinforced both within and outside the classroom by all staff at all times.

## **REWARDS**

As a general rule, most people respond to rewards rather than sanctions and our pupils are no exception. The school supports pupils in achieving success in a number of ways:-

**Verbal Praise**            In class and in Year, Section and Whole-School Assemblies

**Visual Display**        In school foyer

**Newsletter** Information about pupils' successes is included in the school newsletter to parents

**Merits** These are used by the subject teacher to reward effort and achievement. Merits are also awarded for good attendance and for service to the community, as well as school, county and national representation

Our primary focus, whenever possible is to **encourage, praise** and **reward** pupils within a positive ethos in the school. In turn, we must deal effectively with the small proportion of pupils who do not conform to our standards.

## **SANCTIONS**

Young people have to own their behaviour. They are ultimately responsible for their actions. As classroom teachers we are responsible for managing that behaviour. **Primary responsibility lies with the classroom teacher.** However, whole-school strategies are in place to support the classroom teacher when intervention and support from others is required.

As a school, the following sanctions are available:-

1. Send pupil to work in a different class with another teacher.
2. Class teacher break-time detention.
3. Class teacher lunch-time detention (parents informed if pupil normally goes home for lunch).
4. Subject Leader intervention.
5. Subject Leader lunch-time detention (parents informed if pupil normally goes home for lunch).
6. Subject Leader after-school detention (parents informed).
7. Pupils placed on subject report with subject leader (a period of 6 lessons).
8. Head of Year intervention
9. After school detention (parents informed). If appropriate, written tasks will be provided by the school for the detention period.
10. Pupil placed 'On Report' with Head of Year – daily (parents informed). A one week 'blue' report will be issued in the first instance. Failure to reach agreed targets could cause a step up to a 'red' report which brings further interventions from the head of year e.g. checking report break-time, lunch-time and at the end of the day. Once targets are reached the report steps back down to a blue report. If targets are then met the pupil comes off report (feedback given to parents throughout this process).
11. Parents invited into school.
12. Pupil placed 'On Report' with Head of Year.
13. Contract of Behaviour (school).
14. Pupil placed in Behaviour Support Unit.

15. Pupil placed on internal exclusion with Head of Year of Senior Manager (parents informed) NOTE: Pupil will receive work from subject tutors during lessons but will not have access to other pupils at break or lunchtimes.

16. Fixed Term Exclusion (LEA informed)

17. Permanent Exclusion (LEA informed and involved)

A Behaviour Management Plan has been produced to help staff to understand the procedures and strategies that will be implemented when pupils misbehave.

Use of exclusion is made for serious infringements of school discipline and for persistent poor behaviour. Short fixed-period exclusions are used for single-act breaches of discipline such as fighting, aggression, endangering the safety of others or failing to respond to the warnings built into previous sanctions. The table below indicates examples of offences and the range of sanctions that should be applied in each case. **Staff should operate within these guidelines** and, where it is felt that a more serious sanction needs to be applied, they should consult with the appropriate Head of Year.

The completion of a SIMS referral will automatically ensure that the HoY is informed and the incident is logged on the database.

**Persistent repetition of any of the above offences may eventually lead to Permanent Exclusion.**

In addition to the above there are exceptional circumstances where it is appropriate to permanently exclude a pupil for a one-off offence. This decision will be made in response to serious breaches of the school's behaviour policy and "if allowing the pupil to remain in school would seriously harm the education of the pupil or others in the school" (Circular 1/2004). Such action will reflect the guidance given by the National Assembly (Circular No. 1/2004) and Bridgend LEA Substance Misuse Policy (DASH Policy). Such incidents will include:

Serious actual or threatened violence against another pupil or member of staff	Permanent Exclusion
Sexual abuse or assault	Permanent Exclusion
Supplying/dealing an illegal substance or repeated	Permanent Exclusion
Use or threatened use of an offensive weapon	Permanent Exclusion

In such cases the school will contact the police if a criminal offence has taken place whilst also contacting other agencies to ensure support and guidance for the pupil and his/her family.

Pupils who are involved in the inappropriate use of camera/video equipment will be subject to the sanctions outline in the school's Safe Use of Images Policy (January 2007).

## **THE ROLE OF THE HEADTEACHER AND SENIOR STAFF**

1. To oversee and monitor the general working of the Code of Conduct agreed in the policy for the school. "The internal discipline of the school is a duty laid on the Headteacher. In pursuance of this duty he/she must make rules and enforce them".
2. To ensure that every member of staff, in everyday contact with our children, understands the policy of the school and is prepared to co-operate in implementing it.
3. To support firmly and positively the staff in the implementation of school policy.

4. To ensure that the policy meets with the approval of the Governors and the LEA, and to ensure their support when challenges arise.

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

1. To ensure that the policy agreed for the school is properly understood and conscientiously applied to all of our pupils.
2. To maintain, as far as it is possible, uniformity in the application of sanctions.
3. To support each other and foster a team spirit so that no teacher or ancillary member of staff feels alone and isolated in facing problems of indiscipline.
4. To ensure that the rules written by the School Council are displayed and reflected in classroom practice.

### **THE ROLE OF NON-TEACHING STAFF**

Office Staff, Technicians, Caretaker and Cleaners, Canteen Staff, Supervisory Dinner Assistants.

To support the Headteacher and Staff in the implementation of the policy agreed for the school.

### **THE ROLE OF PARENTS**

1. To acquaint themselves with the rules and disciplinary procedures adopted within the school. To co-operate with the Headteacher and Staff in maintaining the effectiveness of those policies in so far as they relate to their children who are pupils at school.
2. To foster and maintain links with the school and to co-operate with the Headteacher and Staff in maintaining the policy concerned.

### **THE ROLE OF THE GOVERNING BODY AND THE LOCAL EDUCATION AUTHORITY**

To approve and authenticate the disciplinary policy of the school and offer full support to the Headteacher and Staff when the policy is challenged or disputed.

### **THE ROLE OF THE SUPPORTING SERVICES**

1. To assist the Headteacher and Staff with advice and support.
2. To assist when matters of dispute or legality arise.