

# Ysgol Y Grango

---

## Achievement and Behaviour Policy 2013



**Excellence for all**

**Excellence from all**

**Nid da lle gellir gwell**

Contents

School Ethos -----	3
Principles -----	3
Conduct in the classroom -----	3
Classroom Standards -----	4
Rewards -----	4
Unacceptable behaviour -----	4
Positive behaviour management policy -----	4
Goals of discipline -----	5
Corrective discipline -----	5
Supportive discipline -----	5
Guidelines for staff -----	5
In the classroom -----	6
Preventative discipline -----	6
Supportive discipline -----	6
Positive behaviour management system -----	6
Reward system -----	6
Supporting learning equipment -----	7
Conduct in the school buildings and grounds -----	7
Rewards for positive effort, conduct and attendance -----	7
Rewards system will operate -----	8
Passport to the prom -----	8
Attendance and punctuality -----	8
Progress file -----	8
School uniform -----	8
Uniform – key points -----	9
Prohibited items -----	9
Teaching appropriate behaviour -----	10
Valuing appropriate behaviour and discouraging anti-social behaviour -----	10
Physical restraint – summary reference -----	10
Policies and procedures exclusion – summary reference -----	10
The role of school organisational factor in the prevention of behaviour difficulties -----	11
Working with Parents, Carers and Guardians -----	11
Waves of working with Parents, Carers and Guardians -----	12
Roles and Responsibilities -----	12
Detention -----	12
Detention – key points -----	13
Subject detentions -----	13
Whole school detention -----	13
Governors Disciplinary Committee -----	13
Zero Tolerance -----	13
Monitoring and Evaluating the impact of the behaviour policy -----	14
Introduction to the recording process -----	14
Using the data collected -----	15
Appendix 1a: Waves as a result of negative behaviour -----	16
Appendix 1b: Waves as a result of positive behaviour -----	17
Appendix 2: Role and Responsibilities -----	18
Appendix 3: Reporting as a result behaviour -----	20
Appendix 4: Pyramid of discipline -----	21

## **School Ethos**

At Ysgol Y Grango it is believed that all students can learn behaviour that is appropriate and right within the constraints of cultural norms. For this to take place acceptable behaviour should be modelled and explained to students. The best way to achieve appropriate and cooperative behaviour that enables the school to function as a learning institution is through reinforcing positive behaviour by highlighting and rewarding the good behaviour, and taking action to prevent and stop inappropriate behaviour through the sanctions, procedures and disciplines highlighted in this policy. As a school we strongly believe in the statement that "*working together we achieve more*" and it is with this in mind that the school recognises the importance of working with parents, carers and guardians, other agencies and more importantly recognising the contribution our students can make in the development of a safe, well ordered learning environment.

## **Principles**

The Governing Body, in conjunction with the Headteacher, believe that in order to enable high quality teaching and learning to take place, cooperative and appropriate behaviour in all aspects of school life is necessary. This policy embraces the concepts of "Every Child Matters". This policy, therefore, should contribute significantly to the elements of staying safe, being healthy, enjoying and achieving and making a positive contribution as it seeks to create an inclusive caring, learning environment. This policy promotes the following principles;

- All members of Ysgol Y Grango have a right to feel safe
- All members of Ysgol Y Grango have a right to respect
- All members of Ysgol Y Grango have a right to learn, free from disruption, anti-social behaviour, bullying and any form of harassment
- The school promotes values including honesty, fairness and respect for truth and justice, within a caring and nurturing environment
- The policy promotes self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring quality and fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Encouraging a positive relationship with parents, carers and guardians to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- Promoting a culture of praise and encouragement in which all students can achieve

This policy sets out how we expect our students to behave in school and how the school will try to encourage and reward all its students. The policy has three key elements;

- Conduct in the classroom
- Conduct in the school buildings and grounds
- Waves of behaviour management

## **Conduct in the classroom**

As a school, we believe that:

- The work and progress of all students in lessons is important
- The teachers should encourage and reward the efforts made by students in lessons

- Ysgol Y Grango should reward achievement
- All students must have the opportunity to concentrate and do well in lessons.

### **Classroom Standards**

Students will, therefore, be expected to observe the following standards:

- Arrive on time, properly dressed, following uniform and make-up and jewellery rules
- Form an orderly queue outside the classroom
- Sit quietly at the start of a lesson to mark the start of the lesson when a register will be taken
- Bring the correct equipment and any homework properly completed
- Show respect by being silent when the teacher is speaking to the class
- Follow any instructions given by the teacher
- Show respect for other students by listening and putting hands up to contribute to class discussions
- Not touch other students or their property.
- At the end of lessons, the class will be dismissed promptly as soon as all students are still and quiet
- Staff will praise students when they see good behaviour
- Staff will tell students clearly what is expected of them
- Students will remember what is asked of them
- Rules are consistent, fair, and will be kept
- Rules will be regularly reviewed with staff and students
- Responsibilities and expectations will be matched to individuals and their development
- When students have worked hard to support others, in or out of school, they will be commended – celebration assemblies

### **Rewards**

- Good behaviour should be consistently rewarded
- Staff will praise a student/class immediately upon their good behaviour and say why they are pleased
- Staff will regularly inform Progress Leaders via SIMS Behaviour Log and the students parents of praiseworthy actions and effort
- All staff will use SIMS and merit award system for Key Stage 3
- Exemplary behaviour or achievement will be commended by staff using merit award system for Key Stage 3. Nominated students for achievement/effort in Key Stage 4.
- Exemplary behaviour/achievement/excellent attendance is also rewarded with an end of year trip

### **Unacceptable behaviour**

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students and staff they may have offended; show they can keep to the school rules; or make suitable reparation.

### **Positive Behaviour Management Policy**

Discipline is a teacher led activity whereby we seek to lead, guide, direct, or manage a student's behaviour. It aims to lead a student towards self-control and personal accountability.

### **Goals of Discipline**

- To develop students' self-discipline and self-control
- To enable students to be on task with their learning
- To enhance a students' self-esteem
- To encourage accountability for behaviour
- To encourage individual students to recognise and respect the rights of others
- To affirm cooperation as well as responsible independence in learning
- To promote the values of honesty, fairness, and respect for others
- To enable rational conflict-resolution

Staff at Ysgol Y Grango work within a framework of preventative, corrective and supportive approaches to discipline.

### **Preventative discipline**

- Clear classroom rules
- Clear expectations about work and consistency of approach
- Attractive environment
- Well-planned room
- Adequate resources
- Appropriate curriculum organisation

### **Corrective discipline**

When a student behaves inappropriately, the following responses are considered appropriate:

- Tactically ignoring some behaviours
- Simple directions or warnings
- Defusing conflict and de-escalation
- Restating classroom rules
- Giving simple choices
- Using time out

### **Supportive discipline**

It is the teachers' responsibility to take steps to re-establish a good working relationship:

- Follow up disruptions later
- Encourage students whenever possible
- Develop contracts (Role of Progress Leaders)
- Develop and maintain a climate of respect
- Apply a 'team approach' to solving discipline problems
- Recording of SIMS Behaviour log, inappropriate behaviour so it can be monitored and responded to by the Learning Leaders, Progress Leaders and SLT

### **Guidelines for staff**

These provide the more detailed guidance on positive attitudes and responsibilities expected of staff at Ysgol Y Grango. They should be used as the basis for consistent and reasonable dealings with students. The priority is that all staff should encourage and maintain the highest possible standards of work, recreation and behaviour as is inherent in the schools' basic aims. Positive expectation is essential.

In general terms, all individuals within the school community need to recognise the rights and needs of others. Staff should always speak reasonably to students, and the students in turn should also adopt a well-mannered and considerate attitude towards the staff.

Outright confrontation and no win situations should be avoided, as a controlled reprimand can be most effective. If a solution cannot be resolved, however, then it may prove desirable to involve a Learning Leader → SLT.

### **In the classroom**

It is essential that students are provided with a stable, supportive, learning environment. This can and will be achieved by:

#### **Preventative Discipline**

- Creating and maintaining a positive learning atmosphere
- Carefully preparing stimulating lessons to generate responsible behaviour and to earn respect
- Being prompt to the classroom and beginning lessons on time
- Keeping everyone occupied and interested for the whole lesson
- Extending and motivating all students so that they are all given opportunities to achieve their own full potential
- Marking work promptly and constructively in line with Marking and Assessment Policy
- Setting homework consistently according to the timetable
- Encouraging creative dialogue
- Maintaining an attractive, clean, tidy room
- Providing interesting wall displays; including students own work

#### **Supportive Discipline**

- Reward system and nomination
- Homework club/use of Learning Coaches - This is initially for those pupils who are frequently having difficulty getting homework/coursework completed on time or many need other additional support. Other students may opt into this process if they wish
- Contact with parents recorded by staff for Learning Leaders and Progress Leaders
- Mentoring – used as a method of support. Inclusion Room, Tutors, Learning Coaches, Progress Leaders, Learning Leaders, SLT.
- Governors/Disciplinary committee
- Classroom observation as part of the Performance Management process

### **Positive Behaviour Management System**

#### **Reward System**

The aim of the reward system is to recognise effort and success at all levels in all areas of school life. Always try the positive approach before learning sanctions. All staff have a responsibility to give praise, during lessons and at other times, when they are with students.

Regular recognition of effort, performance and behaviour is important in developing pupils' confidence and self-esteem. There are many ways to reward students who are succeeding or improving.

- Using the reward point system to reward good effort and attainment for Key Stage 3

- Using the nomination system via departments to reward achievement and effort in Key Stage 4
- Making constructive remarks in exercise books and files
- Recognising success of differing kinds in assemblies and form time – appropriate positive comments during whole school assemblies
- Displaying work in classroom and corridors
- Being as positive as possible when interviewing students and when writing reports
- Sending letters of encouragement and praise to parents
- Ensuring that the Headteacher, Deputy Head, Assistant Head, and Learning Leaders are actively given opportunities to praise individuals for good work and/or effort
- Supporting the award system at Prize Giving Evening
- Stickers in planners or books Postcards – either given directly to pupils or sent through the post
- Positive comments in the student planner

### **Supporting learning – equipment**

All students at the school are expected to come to school prepared for a day's work. It is important, therefore, that students arrive at lessons with the appropriate equipment. Not having the correct equipment can be regarded as a "Wave 1" low level disruptive behaviour. Form Tutors need to ensure, on a weekly basis, that all students have the correct equipment.

### **Attendance and Punctuality**

If students are to achieve then their attendance and punctuality should be regarded as critical in this respect. This policy, therefore, encourages good attendance and punctuality through the rewards system. The following procedures should be followed:

- Certificates for Progress Files will be issued at the end of each term to all students achieving the target attendance and punctuality figure of 95%. This is undertaken by Pastoral Administrator
- Tickets for a  $\frac{1}{2}$  termly attendance prize draw will be entered for £5 gift vouchers in Year 11

### **School Uniform**

School uniform regulations are published each year in the School Prospectus and in the the Student Planner. It is the responsibility of parents, carers and guardians, and students to ensure that the correct uniform is worn at all times both in school and during the journey to and from school. Uniform regulations will normally be reviewed annually. Fashion, however, can develop new styles of clothing and attire very quickly. In circumstances where changes in fashion challenge the published uniform list the Headteacher in discussion with the SLT will reissue guidance to Parents, Carers and Guardians should the need arise.

Form Tutors will monitor uniform on a daily basis in registration periods and refer to the appropriate Progress Leader any student who is persistently failing to comply with uniform standards.

### **Uniform – key points**

Trainers may be worn at lunchtimes by students wishing to use the tennis court/all weather pitch. Students must change back into shoes for lessons. Shoes must be worn at all other times during

the school day, including the journey to and from school. Trainers will only be allowed as an alternative to shoes on receipt of a medical note.

- Outdoor coats must be taken off when lining up outside classrooms before going into lessons
- Ties must cover the fastened top button of shirts or blouses
- Shirts/blouses must be tucked into trousers or knee length skirts
- Jewellery, other than a wrist watch and one stud in each ear, poses a health and safety risk and is not allowed in school
- Make-up which is in any way prominent or excessive is inappropriate for school and is not allowed, this includes extreme hair colour and nail varnish.
- Baseball caps are not allowed in school
- Leggings are not allowed in school
- Appropriate flat shoes due to Health and Safety issues

### **Prohibited items**

The following will not be allowed in school:

- Chewing gum
- Matches, lighters or smoking materials including vapour/electronic cigarettes
- Fireworks
- Alcohol
- Illegal substances
- Solvents and aerosols
- Any kind of weapon, real or imitation

Students may have the following items in school but the school accepts no liability or responsibility for these items:

- iPods/MP3 players/iPads
- Mobile Phones/Tablets

The above items should be kept out of sight and switched off during lessons and registration, and during movement around the school. Students are not allowed to use such devices at any time. It is vital that students hand in these high value items i.e. phones, MP3 players etc. when engaging in PE/Drama. This ensures these items are kept securely.

Students who fail to comply with the above rules will have their mobile phone etc confiscated. The item will then be held and registered in the school office, who will contact home. The item will then be returned to the parent, carer or guardian at the end of the day, having been first signed for.

### **Teaching Appropriate Behaviour**

It is the responsibility of all staff within the school to teach appropriate behaviour as the opportunity arises. It should not be assumed that students understand the expectations of their behaviour in a given classroom, although a consistency of approach does help students understand the boundaries of expectation.

### **Physical Restraint – Summary Reference**

When student behaviour presents a serious danger of them causing significant harm to themselves to others, or to property, or there is a major threat to good order, approved staff may need to take physical control until such time as the student is able to take back control of themselves. The details of how this could be conducted are explained in the schools *Physical Restraint Policy*.

### **Zero Tolerance**

The school will follow the step's process with all students and will use a range of other strategies of intervention and mentoring. It will also work closely with other agencies and the governors'. However, with all the best intention sometimes a student may fail to engage positively with the expectations of behaviour. At this point, the Headteacher may place a student on the zero tolerance list. This will then involve the following actions:

- Parents, Carers and Guardians will be informed that the student has been placed on the list and what the consequences of this action may be
- All staff are informed that the student has been placed on the list. This will be done via e-mail and morning briefing
- All forms of poor behaviour, no matter how small will be reported to the Progress Leader as soon as possible via email and Behaviour Log
- Any breach of school behaviour policy will result in an internal or external fixed period exclusion
- Outside agencies will also be informed as required

This is a serious action and is intended as the final stage of behaviour management. During this process discussion and negotiation will take place with the authority. Managed moves may be undertaken if they have not already begun under previous waves.