


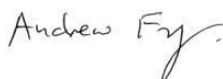


Ysgol Uwchradd Crughywel Crickhowell High School

Behaviour for Learning Policy

Reviewed by LT (name and date):	HOF June 2022
Date of Issue:	
Reviewed / adopted by Governor Committee:	
Ratified by the full Governing Body:	September 2022

Signed:

MISS C. JONES	HEADTEACHER		DATE:	Sept 22
MR A. FRYER	CHAIR OF GOVERNORS		DATE:	Sept 22

Behaviour for Learning Policy

Policy Statement

- 1.1 The school's Behaviour policy has been adopted by the Governing Body of Crickhowell High school.
- 1.2 The school has communicated this policy to parents/carers/staff through school rules, school prospectus, school website, home-schooling agreements, Schoop and routine communications in person or via electronic methods.
- 1.3 The school has communicated this policy to all existing and new students through school rules, school prospectus, notice boards, assemblies and within the curriculum whenever appropriate.
- 1.4 The school will, upon request, provide the Behaviour policy to parents/carers/ students.
- 1.5 All staff are regularly consulted and updated on any changes which includes Local authority directions, identification of good practice, changes due to unforeseen circumstances e.g. Covid-19
- 1.6 Both teaching and non-teaching members of staff, are able to access this policy and are given an opportunity to develop further skills through professional development.

Defining Positive/Negative Behaviour

- 1.7 Positive behaviour is the expectation that behaviour promotes courtesy, respect, co-operation and consideration from all students concerning their relationships with other students, staff and visitors. This includes both within and outside of school.
- 1.8 Negative behaviour includes failure to follow instructions, name calling, verbal abuse, threatening language, intimidation, bullying, assault, possession of prohibited substances, any comments of a racist, homophobic, sexual, equality nature, refusal to engage, damage to property, theft, this is not an exhaustive list.
- 1.9 These expectations are communicated to both staff and students / parents / guardians on a regular basis.

The Power to Discipline: what it means.

Crickhowell High School has a statutory duty to discipline students for breaches of school rules.

- All employed staff have the authority to discipline students in their care.
- Any breach of the Behaviour Code will result in a sanction.

- Sanctions will not contravene other legislation already in place, e.g. in respect to special educational needs, disability, race, any other equalities, human and child's rights. Each situation will be considered on a case-by-case basis to ensure a proportionate and the most positive outcome for the students involved.
- Sanctions will be proportionate and all aspects from educational needs, equality to the impact of any adverse childhood experiences/trauma will be considered.
- The school practices a restorative approach where possible to help restore the natural harmony, this may form part of the sanction imposed.
- All schools in Wales operate within the "Schoolbeat" protocol. This means that the school has a statutory duty to refer serious issues to the police.

Inclusion

- Crickhowell High School believe staff and students alike are far more likely to engage positively if they feel included and valued.
- Staff are encouraged to consider whether the behaviour under review gives cause for concern that a child is suffering or is likely to suffer or come to significant harm. Where this occurs, staff are directed to use the school mechanisms to determine the most appropriate intervention, parental contact, specialist support to be offered.
- The school promotes good and improved behaviour by students through positive recognition and reward.
- The school will review each student who may be struggling to manage and be at risk of disaffection, non-engagement or at risk of being exposed to negative behaviours, and identify the appropriate support to help the student overcome their difficulties.

Crickhowell High School has adopted a tiered system to ensure the appropriate support is offered to allow the student to reach their full potential,

Tier 1 - Universal - low-level behaviour, isolated incidents, lower impact on self and others.

Tier 2- Targeted - more serious behaviour or more persistent behaviour with moderate impacts on self and others and the need for targeted intervention and support by more than one member of staff (Directors of Learning/Progress Leader)

Tier 3 – Bespoke – very serious or continually persistent behaviour with high levels of impact on self and others and bespoke support through Progress Leaders, SLT, The Hub and outside agencies.

The school will implement a range of strategies to deal with inappropriate behaviour by students, including but not exhaustive:

1. Talking 'privately' with the student
 2. Verbal reprimand
 3. Verbal reprimand advising of further escalation.
 4. Instituting student detentions as appropriate
 5. Referring matters to Director of Learning, Progress Leader.
 6. After school detention (ASD)
 7. Withdrawal of school privileges
 8. Contact with parents/carers
 9. Meetings with parents/carers
 10. Personal Support Plan
 11. Support from internal support – The Hub, R2L.
 12. Referral to external agencies
 13. Fixed-term or permanent exclusion
- The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

Preventative Interventions

- The school will undertake reviews of the educational needs of students, including key individuals (Directors of Learning/Parents etc). Details will be recorded for a consistent approach to support.
- The school will develop and utilise internal support mechanisms to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour. The school will operate a trauma informed method to supporting students.
- Parents/carers will be contacted promptly by the school as soon as practicable and normally within 2 days to notify them of any reported serious incidents of misbehaviour in which their child has been involved. The school identifies that parents/ carers are key to a successful outcome.
- The school will involve external agencies where it is appropriate to do so, for the purposes of student education and guidance.
- The school will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the school.

Investigating Cases

- The school will investigate, as appropriate, reported incidents of student misbehaviour.
 - The school will provide support for the students during this process.
 - The school will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including the recording of facts and the taking of witness accounts.
 - The school will provide adequate non-contact time for the conduct of investigations.
 - The school will notify the police and other relevant bodies of incidents where it is appropriate to do so.
 - The school will complete investigations within a reasonable timescale and not normally exceeding 10 days.
 - The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.
 - A copy of the results of all investigations undertaken will be held on record until such time as the student leaves the school. **Where an investigation finds that there is no case to be heard, the report will be held by the school but will not be kept within the student's file.**
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Crickhowell Covid Safety Code

Our expectations of behaviour will remain high

It is particularly important all students follow all instructions to remain safe.

1. Everyone must maintain social distancing where possible at all times: any deliberate breaches will not be tolerated.
2. Everyone must wear facemasks unless social distancing (students who have a medical exemption certificate may remove their mask).
3. Students must follow the prescribed uniform protocol: excessive make-up, jewellery, unnatural hair colour or nail extensions are not permitted.
4. Students must remain within their own 'bubble' for all activities including free time and remain in their allocated room and seat each day in school.
5. Students must use year group allocated toilets and only access them one student at a time.
6. Everyone must wash their hands regularly using soap and water for at least 20 seconds or use hand sanitiser.
7. Students should bring their own pens, pencil cases, water and snacks in a suitable bag each day. (Remember we are a nut free and energy drink free school).
8. No one will share any personal items, drinks or snacks at any time.
9. During the school day, students will remain on the school site in the designated areas which are protected from public access (Year 11 and sixth-formers can leave at lunchtime).
10. Students must maintain excellent behaviour at all times: there will be zero tolerance of poor behaviour.

Code of Conduct for Staff and Students

This Code of Conduct is available on the school website and a summarised list 'Crickhowell Community Expectations' displayed in all classrooms, discussed by tutors with their groups and expectations presented to students by members of the Leadership Team in assemblies.

The Code of Conduct is based on:

- Respect for self
- Respect for others
- Respect for the environment
- Respect for diversity and differing values

This can be achieved by:

- Respecting one another, the environment and your own and other people's property:
 - Students and staff to listen carefully to each other, and to value other people's opinion even when it is different from their own
 - Students and staff to think about other people's needs not just their own; remember that everybody is a valued member of the Crickhowell High School community
 - Students and staff do not misuse the Internet and other communication technologies (e.g. email, social-networking, chat rooms, texting) – See acceptable use policies for students and staff
- Taking a responsible attitude towards your own and others learning:
 - Students to arrive on time to school and to each lesson ready to learn
 - Students to settle quickly and always try to produce their best work. If you do not understand something - ask!
 - Students and staff to keep noise down to a minimum – noise disturbs others and bad language is offensive and must not be tolerated
 - Students and staff should use the ICT resources solely for work during lessons
- Taking pride in your appearance and your work:
 - Students to take a pride in their uniform and PE kit. Look presentable, ready for learning, follow the uniform code
 - Students to keep their books in good condition and present their work carefully. Your work should be something that you are proud to show others
- Meeting deadlines:
 - Students to meet deadlines for work and home learning.

- Being confident with who you are and in what you can achieve:
 - Have a 'Growth Mind-set' towards your learning, do not say 'I can't'
 - Believe that you can achieve and that you can do well

Crickhowell Community Expectations

All students in our community will be:

1. Ambitious, capable learners who are ready to learn throughout their lives
2. Enterprising, creative contributors who are ready to play a full part in life and work
3. Ethical, informed citizens who are ready to be citizens of Wales and the world
4. Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

They will achieve this by being:

1. Ready for learning Barod i ddysgu

- You must arrive on time for every lesson.
- You must enter the room quietly and follow all instructions.
- You must be fully prepared for the lesson with all relevant books and equipment.

2. Respectful to all Parchu pawb a phopeth

- You will listen respectfully and not interrupt others.
- You may drink water in the lesson but must not consume any other food or drinks.
- You must comply with all instructions positively.
- You must be courteous towards others.

3. Responsible and Safe Cyfrifol a diogel

- Our school community is a 'red' zone for mobile phones unless instructed otherwise by a member of staff.
- You must wear the appropriate uniform for the lesson/task.
- You are responsible for keeping all your work up to date including homework.

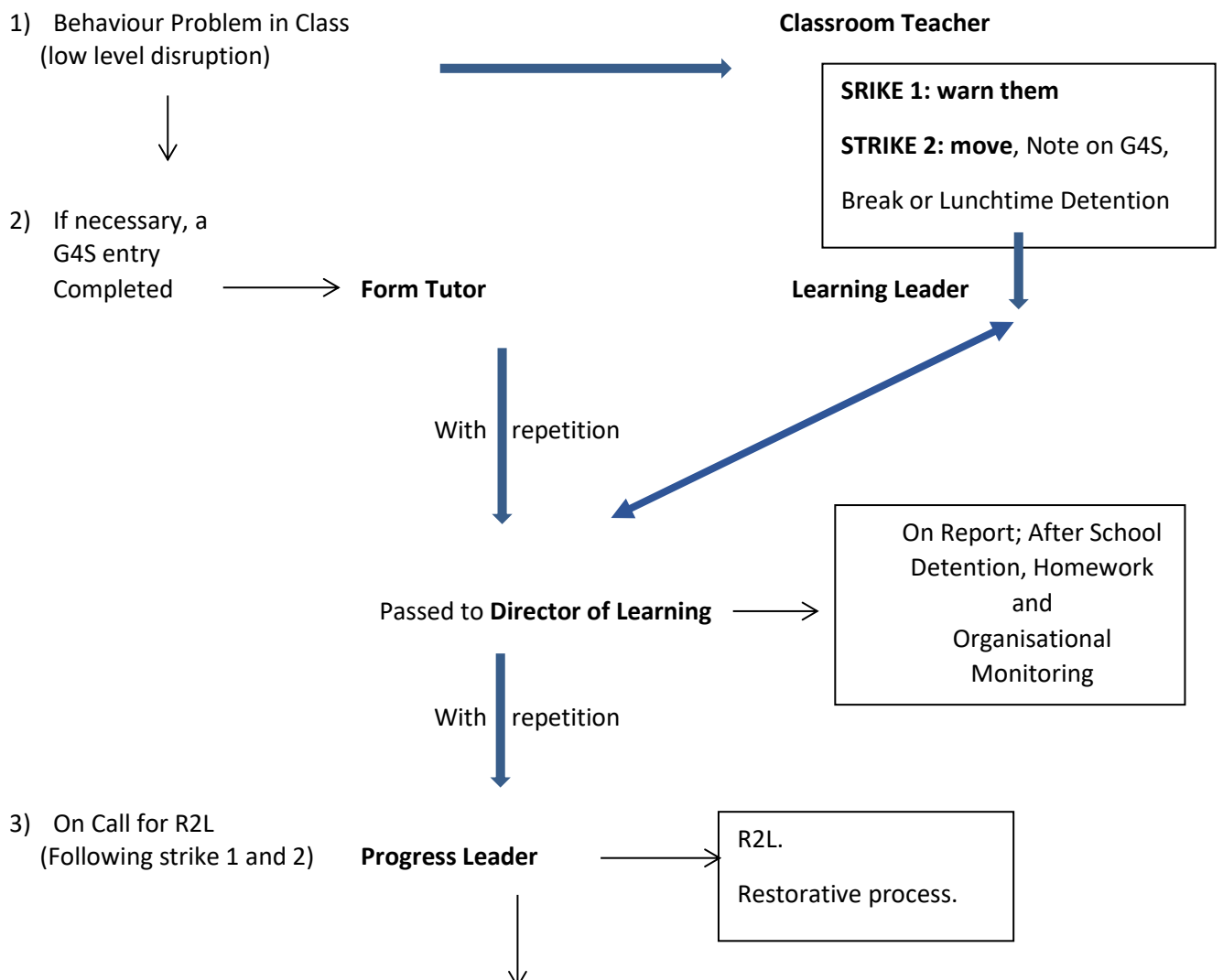
Appendix 3

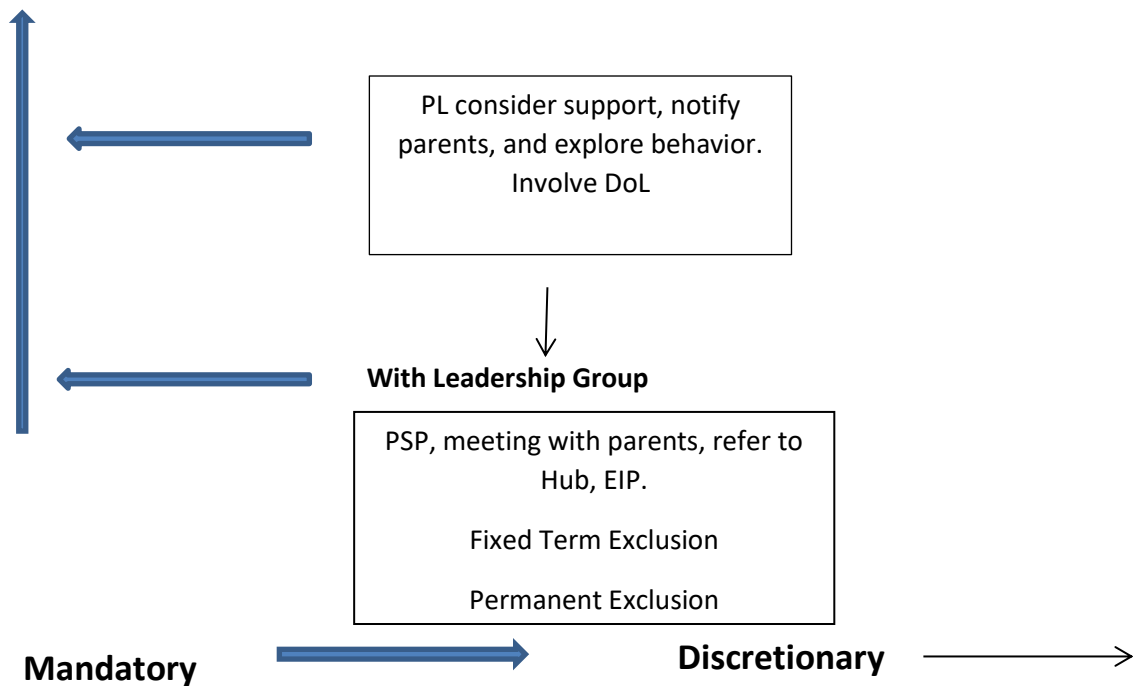
A Staged Approach to Managing Classroom Behaviours

The following flow diagram details the staged approach to managing classroom behaviour.

SENIOR MANAGEMENT COVER AVAILABLE IN EMERGENCY SITUATIONS: CJ, AH, HOF

PrL: Please call the General Office and request 'On Call'





Teachers, teaching assistants and other paid staff with responsibility for students can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a student's property; and detention.

- All staff can carry out a one-to-one admonishment
- Class teachers and Form Teachers may remove students from a lesson for only five minutes, they should then return to class
- Progress Leaders and the Leadership Team, may give out of school hours detentions
- Progress Leaders and the Leadership Team may give community service
- LT, Progress Leaders and the Additional Learning Needs Manager may withdraw students from a particular lesson or peer group, or withdrawal of lunch or break time privileges
- LT and Progress Leaders may involve external agencies, such as the police, school nurse, drugs intervention agencies
- Only the Leadership Team may sanction isolation
- Only the Headteacher may sanction a fixed term exclusion, permanent exclusion, or withholding participation in a school trip or sports event that is not an essential part of the curriculum

Authority to Issue Sanctions

This appendix has been updated to include the power to discipline beyond the school gate.

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school and/ or involves the use of social media and electronic communication.

This includes any bad behaviour when the student is: -

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student at the school or, misbehaviour at any time, whether the conditions above apply, that:
- Could have repercussions for the orderly running of the school or
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the school

If the behaviour is criminal or poses a serious threat to a member of the public, or is of a safeguarding nature, the police should always be informed.

School staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow the Safeguarding & Child Protection Policy.

Recording and Reporting Procedures

Incidents that occur in and out of class will be logged using Go4Schools. Class teachers and support staff should log any referral they make as an action on Go4Schools

Serious incidents, often those that involve many students, necessitate witness accounts being taken from both staff and students. These should be recorded using the School Incident Report Forms.

The Progress Leader or Support staff co-ordinating the completion of Incident Forms must complete the 'Action Taken' box when the incident is resolved, and appropriate action has been taken. This summarises the evidence collected from Incident Forms so that the overview can be logged on Go4Schools/ Internal email system.

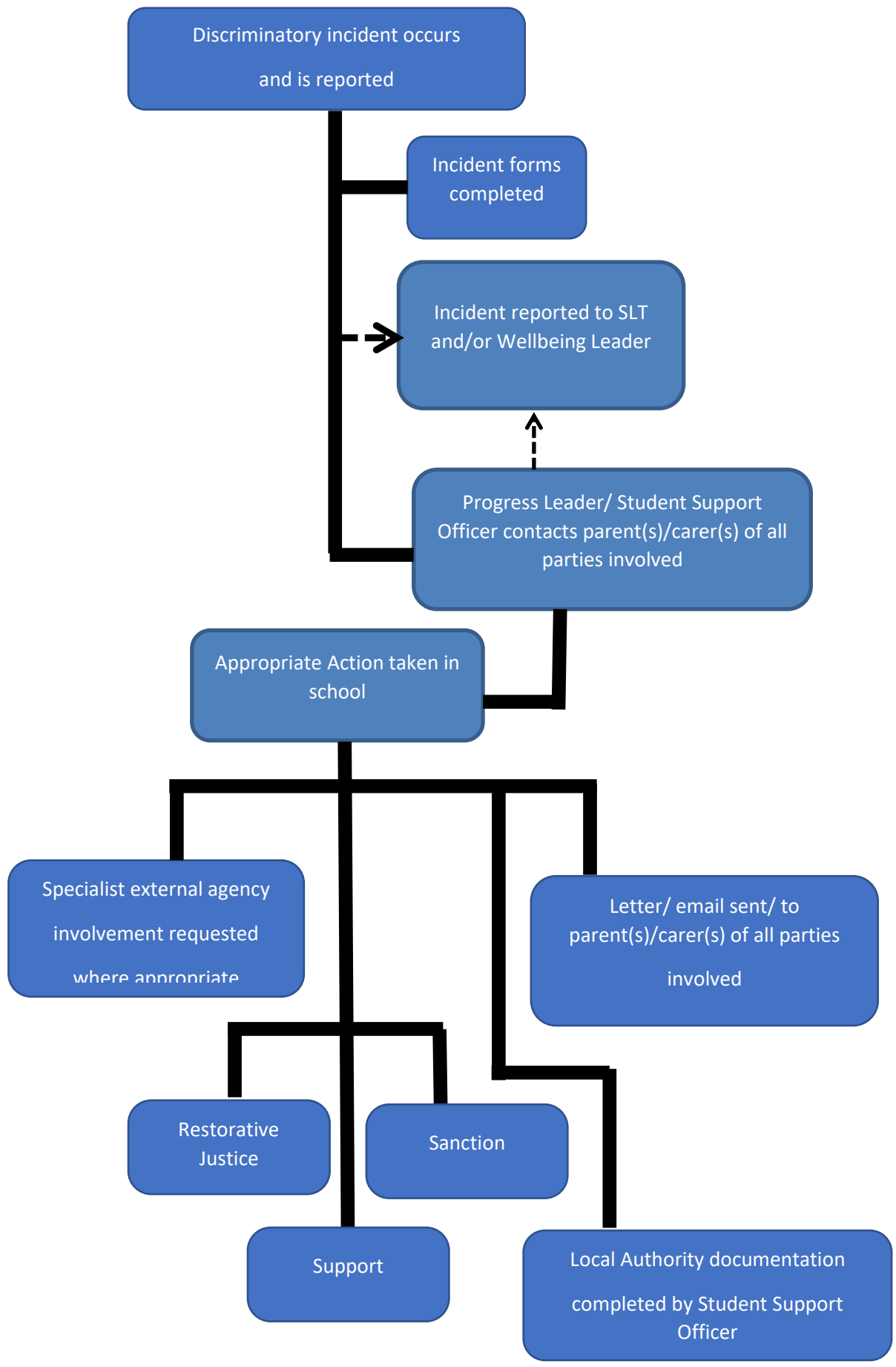
Discriminatory incidents, including incidents that are racist/disablist/homophobic, must be reported to the Headteacher and/or Wellbeing Leader. Incidents will be treated as being discriminatory if this is the perception of any party involved. A record will be recorded for SLT. The relevant 'log' should also be completed by the student concerned.

If there is an e-safety concern where bullying or threat is involved this should be referred to the Progress Leader and SLT and Wellbeing Leader.

If there is an e-safety concern where ICT resources are being misused this should be referred to SLT and/or Wellbeing Leader.

Please refer to the flow diagram.

1. Discriminatory incident reported.
2. Incident forms completed
3. Incident reported to SLT / Wellbeing Lead
4. Progress Leader contact parents of all involved
5. Appropriate action taken at school
6. Specialist external involvement where appropriate
7. Email to parents / carers of all involved
8. Restorative process
9. Sanction
10. Support for students
11. Local Authority document completed.



Appendix 5: On-Call Procedures

The following flow chart clarifies procedures for different groups of staff, such as teachers, members of the Leadership Team on duty, on-call staff, members of the Reception Team, and also acts as an overview document for Progress Leaders and all staff.

On Call is a last resort to be used to remove a student from a lesson to enable learning to proceed.



R2L Manager updates G4S (e.g. Okay to return to timetable)



R2L Manager ensures that reception notify parents of admission to R2L



Progress Leader/SLT makes decision on involvement of Pastoral staff

NO

Class teacher sets sanctions i.e. Detention



Failure to attend detention results in Director of Learning detention

YES

On Call staff informs PM/LT – This is recorded on G4S under 'Action Taken'



PLs take statements and makes referral to SLT.

Appendix 6: Outline of Good Practice

- Acceptable standards of behaviour, work and respect depend on the example of us all.
 - All have positive contributions to make
- Good order has to be worked for: it does not simply happen
 - Set high standards
 - Apply rules firmly and fairly
- Most important of all expect to give and receive respect
- Everyone at school is here for a purpose.
 - Respect every person
 - Treat everyone as an individual
- Relationships are vital between everyone and at every level. Take the initiative.
 - Greet and be greeted
 - Speak and be spoken to
 - Smile and relate
 - Communicate
- ‘Problems’ are normal where children are learning and testing the boundaries of acceptable behaviour
- Our success is tested not by the absence of problems but by the way we deal with them.
- Don’t react. Address the problem.
 - avoid confrontation
 - listen/ establish facts
 - judge only when certain
 - use punishments sparingly
- Removal of privilege is the most effective strategy
- All informal contact contributes to standards of behaviour. Control that behaviour by taking the initiative at every opportunity. Expect to:
 - greet students
 - deal with all misbehaviour
 - to ignore it is to condone it!
 - set high standards of speech, manner and dress
 - enjoy relating to students

- In the class room create and sustain a positive supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect. Expect to:
 - arrive before the class and begin on time
 - be prepared for the lesson
 - keep everyone occupied and interested
 - extend and motivate all students
 - mark all work promptly and constructively
 - set homework regularly to schedule
 - encourage creative dialogue
 - confidence in discussion is important
 - keep an attractive, clean and tidy room
 - maintain interesting wall displays
 - use first names

- Do all you can to avoid:
 - humiliating as it breeds resentment
 - shouting as it diminishes you
 - over-reacting or the problems will grow
 - blanket punishments as the innocent will resent them
 - over-punishment. Keep your powder dry. Never punish what you can't prove

- Please never leave students outside rooms. The 'problem' needs a solution not complicating. Seek help if you need it. Do all you can to:
 - use humour as it builds bridges
 - keep calm as it reduces tensions
 - listen as it earns respect
 - be positive and build relationships
 - know your students as individuals
 - carry out any threats you have to make
 - be consistent
 - Always apply school rules positively

- When maintaining discipline, insist on acceptable standards of behaviour, work and respect. Expect to:
 - apply school rules uniformly
 - work to agreed procedures
 - insist on conformity and school uniform
 - be noticed and discussed, in school and at home
 - follow up problems to their conclusion

- The majority conform and are co-operative. Deal immediately with the few who present problems.
 - establish your authority firmly and calmly
 - separate the problem from the person

- Only if you cannot resolve a problem, refer it on to one person. Make sure it is pursued to a satisfactory conclusion.

Appendix 7: Detentions

A detention may be issued as a sanction for poor behaviour for learning, for example when Home-learning is incomplete or when behaviour is unacceptable. Detentions must be issued by the class teacher following a student being sent to another class and/or the requirement for an On-Call teacher. Detentions are designed to change a student's behaviour patterns. So that detentions can be monitored, it is essential that all detentions are logged on G4S as an action taken in response to a student's inappropriate behaviour.

With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet

Progress Leaders are permitted to issue detentions during and out of school hours.

Crickhowell High school will notify parents/carers by telephone and this will be followed up with a letter at least 5 days in advance of the date of the ASD.

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk
- Whether the student has known caring responsibilities which mean that the detention is
- Unreasonable
- Whether the parents have been informed of the detention and given reasonable time to arrange for collection of the student from school at 4:30.
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent

Account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Appendix 8: Managing Persistent Poor Behaviour

Students' behaviour is monitored by Progress Leaders and Form Tutors. Students are supported to improve behaviour.

Criteria for Behaviour Monitoring / Intervention

Students will be monitored for at least one term. Students will be monitored if they meet one or more of the following criteria:

- 3 or more behaviour points in 1 week
- 5 or more behaviour points in one half term
- Referral from Progress Leader/ Director of Learning

Behaviour support, monitoring and sanctions can be moderated in line with the Behaviour for Learning Policy. Other strategies to support and sanction students are employed as appropriate. Any moderation will be carefully planned and not viewed as a weakness of the policy or student. Strategies for individual students are monitored regularly and evaluated on a weekly basis.

- **Report forms** should be used where appropriate
- **Pastoral Support Plan.** The PSP is undertaken when the student is at risk of exclusion due to their behaviour.
- **IEP.**

Appendix 9: Truancy Protocol

This appendix communicates clear procedures to address truancy issues and improve attendance.

Truancy is defined in our attendance policy as students “choosing to be unsupervised when they should be supervised”

- Internal truancy is most easily identified from complete, accurate records of electronic registration.
- **It is an expectation of all staff that an electronic register be taken at the earliest opportunity each lesson**
- Students leaving lessons with permission should do so with a note from their teacher
- Any member of staff identifying a student as out of lessons without reason should send/escort the student to his/her lesson and log the incident on G4S
- On-Call staff should only be called to deal with truancy where the location of the truanting student is known and/or if their behaviour is disrupting the learning of others.
- External Truancy is dealt with in the **Attendance Protocol Policy**.

Appendix 10: Protocol for Dealing with Incidents That May Lead to Exclusions

Only the Headteacher (or a Deputy Headteacher if the Headteacher has delegated this responsibility to them in their absence) can decide to exclude a student.

There will be exceptional circumstances where, in the Headteacher/ teacher in charge's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug; or
- Carrying an offensive weapon.

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.

Ensure The Safety Of All Students And Staff

- Immediately send another student to the school office for the on-call person, Progress Leader or member of the Leadership Team.
- Remove the student from the place in which they could do any more harm. This may in extreme situations mean asking the parents/carers to come and take the child home while the incident is investigated. Before the student goes home, ensure a statement is taken from the student and signed and dated by them. If this is not possible, the student must be given the chance to write a statement at the earliest opportunity. If the incident may lead to a criminal prosecution, it must be referred to LT; where there is a potential safeguarding issue, it must be referred to the Child Protection Officer.
- If several students are involved, separate them to write statements if possible.
- **Support any victims, including staff, and record what help was offered**

Investigate The Incident Fully

- Decide who will be the **lead person, normally Progress Leaders**, to collate the witness statements and write the initial report. This person should be able to present the background; any mitigating circumstances; and any support given so far.

- Everyone present must write an incident report, stating exactly where they were when the incident occurred, for example, every student and adult in the classroom. This is the case even if it is “I was there but I did not see anything”. All reports must be signed and dated
- The student likely to be excluded must write a report and be interviewed and be allowed to say what happened. Another member of staff, or parent/carer, may need to be present while the report is written. The student must sign and date the report.
- Progress Mangers/ Leadership Team should decide whether the student should return to lessons while the incident is being investigated.
- Students who cannot write easily may dictate their report, which should be written down verbatim. The student and the scribe must sign and date the report.
- If you cannot read the report, or there are things missing, you can annotate the report, for example, by writing words more clearly or putting in names of students instead of “he said, she said”. If amendments are made this must be read back to the student who must sign the report.
- **These reports are essential. Progress Leaders must make sure that photocopies are taken early and key reports are filed safely in school at the end of the day.**
- When interviewing students, be very careful to identify who was where and when; draw a plan if necessary. The evidence must be very clear about what happened and who did what
- Any member(s) of staff involved in investigating the incident should also write a brief report about what happened and the reactions of student involved. The emotional responses of both students and staff involved are relevant and should be recorded. The report must be signed and dated by the member(s) of staff e.g. I was scared, student was clearly very upset.
- Member of staff involved in the incident must be informed of outcome as soon as possible.
- Teaching staff should be informed as early as possible that a student is not in lessons due to an investigation. Progress Leaders to send email to relevant staff if the student to be out of circulation whilst the incident is being investigated.
- Progress Leaders should **look at the student’s file and any school records**. Have they previously been excluded? Or warned about exclusion?
- **Any allegations against staff are very serious and therefore the staff involved should not be involved in the investigation, and should write their own statement of what occurred. A member of the Leadership Team must be notified immediately.**

- **The exclusion letter must be written by the Headteacher. The letter will be processed as a matter of urgency so staff must inform a member of Leadership Team immediately if any further information comes to light which could impact the content / sending out of the letter.**
- In an emergency, a student can be sent home for health and safety reasons pending a decision about punishment following a full investigation of the incident. However, the child must be collected from school. Only the Headteacher (or a Deputy Headteacher in the absence of the Headteacher) can make this decision.
- The student should be collected by the parent/carer as soon as possible and the parent/carer and student must be fully informed about the reason for the exclusion and the length of exclusion; they should be handed a copy of the exclusion letter at the same time.
- Work must be sent home for students; if this can be arranged before they leave this is helpful, if not Progress Leaders will arrange it. This is a legal requirement.
- Students and parents/carers must be informed of the date of the re-entry meeting which should take place before the student returns to school (it can be 24 hours before, but ideally the morning on which they return). On return, the expectations of behaviour must be made clear and the support which will be given to the student explained. If relevant, a Pastoral Support Programme should be written.
- Records must also be kept on the Student File.

Throughout the day students will keep a record of the work completed during their internal exclusion. This will be signed by the relevant Progress Leader at the end of the day. Failure to successfully complete work set and behave appropriately when in an internal exclusion may result in an additional period of internal exclusion or fixed term exclusion.

There are basic expectations for internal exclusions:

1. Students will arrive at school in full school uniform at 8.40am and report to the relevant Progress Leader.
2. Students should ensure they have the relevant equipment necessary for learning. Students should be reminded that mobile phones are not permitted in the B4LC and if the student has a mobile phone, it should be turned off and placed in their schoolbag.

Guidelines And Contract

- Students will wear their uniform correctly at all times.
- Students will remain in the B4LC for the duration of their exclusion.
- Students will not communicate with other students.
- Students will complete work set to the best of their ability.
- Students will be polite and cooperative in their interaction with staff.
- Students will catch up on any work missed from within the lesson.
- Students should be aware that internal exclusion is a serious disciplinary sanction and should repeated future behaviour continue to cause concern the student is at risk of exclusion which can adversely affect their future applications for jobs or college.