

# LLISWERRY HIGH SCHOOL



## BEHAVIOUR POLICY

<b>Policy Owner:</b>	<b>Mr D Jackson</b>
<b>Updated:</b>	<b>March 2022</b>
<b>Next Review Date</b>	<b>March 2024</b>
<b>Updated by:</b>	
<b>Governors Approval Date:</b>	<b>March 2022</b>

The School has a moral duty to all learners, parents/carers and staff to maintain an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behaviour.

### **The Aims of the Policy**

- To promote positive behaviour for learning
- To define the role of teachers in promoting good standards of behaviour
- To state what is expected of learners.
- To state what is expected from parents and carers
- To provide guidance on available rewards and sanctions.

### **Positive Behaviour for Learning**

It is the aim of the school to provide a working environment where all learners can realise their full potential in an undisruptive, happy and stimulating environment.

1. Learners learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
2. By making the expectations of good behaviour explicit the school can create a positive atmosphere that supports effective learning.
3. Learners must be taught to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and into the future.
4. Staff and learners must share the responsibility for ensuring that health and safety obligations are not jeopardised by unruly behaviour.
5. Some young people display emotional, behavioural and social difficulties. When this occurs the aim of the school is to remedy, or at least positively manage, such difficulties to ensure that these learners are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

### **Role of Teachers/Staff**

Teachers set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all school activities. The school learning and teaching policy promotes teaching approaches that help to promote positive learning behaviour.

1. Teachers should ensure that learning intentions are clear, lessons well organised, interesting and appropriate and that work is sensitively differentiated.
2. In the classroom teachers should set clear expectations be fair and engage learners while applying a positive approach towards discipline.
3. The basic rules for the classroom and the protocol for recognition and reward and disciplinary consequences should be displayed and used consistently and persistently.
4. Teachers should show appropriate appreciation for effort and achievement by learners, using encouraging words and appropriate rewards. These may include positive calls home, Class Chart achievement points, referral to the Head for special congratulations for excellent work and effort, certificates of

achievement handed out in school assemblies and letters to parents and carers.

5. Teachers and support staff are expected to demonstrate to young people courteous, considerate, polite and pleasant behaviour at all times, and never use any form of abusive or humiliating remarks.
6. Teachers should always aim to manage behaviour positively and especially when dealing with challenging behaviour, help the learners maintain dignity and be able to make a fresh start.
7. Staff should only use restraint in lawful circumstances, for example to prevent a learner from hurting themselves or others. For further information please refer to Physical Restraint Policy.
8. The school may search learners for illegal substances or weapons. Only staff who have been specifically authorised by the Head Teacher will normally conduct a search. The search process should follow the Welsh Government guidelines (Safe and effective intervention – use of reasonable force and searching for weapons).
9. Teachers should ensure they update their understanding and skills in managing behaviour effectively by taking regular advantage of relevant professional development opportunities.

### **Behaviour Expected from Learners**

The expectations are broken down into 3 areas:

- Rules in the classroom
- Rules around school
- Rules relating to serious incidents

### **Rules for learners in the classroom - Ready to Learn**

Learners are required to observe the following basic rules in the classroom in order that all learners can learn to the best of their ability and make good progress:

- Arrive on time – typically within 5 minutes of lesson start time
- Follow staff instructions, including sitting where told
- Start your bell task (lesson starter) immediately, in silence
- Listen and speak to others respectfully
- Keep off task conversations for social times
- Work in silence when adults ask you to (this enables vital exam practice)
- Stay in your seat unless told otherwise
- No eating or drinking, other than water
- Don't call out or distract others – allow others to learn
- No mobile phones unless given permission by your teacher

If one of these rules within the classroom is broken a warning (W1) will be issued. If a second warning (W2) is issued the learner is sent to the Inclusion room (IR) for five lessons, including break and lunchtime in isolation.

### **Rules around the school site**

At Lliswerry High School, we expect respectful behaviour at all times. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other.

### **Following Rules and Instructions outside of the classroom**

If a learner refuses to follow the rules by ignoring staff members or walking away, they will be sent straight to IR for five lessons.

### **Red card detentions**

Staff may refer learners to a red card lunch time detention if they display poor behaviour around the school outside of lessons.

There are no warnings for these misbehaviours. Learners will receive a 'Red Card' for any of the unacceptable behaviour.

A red card detention is a 15 minute lunchtime detention at the start of the next lunch break (either that day or the next day).

If a learner fails to attend this detention, they will be sent to IR for five lessons including break and lunchtime.

### **Mobile phones and inappropriate jewellery**

Phones that are seen or heard in a banned area will be confiscated by a member of staff. Nose studs, large earrings or other jewellery that is not allowed will also be confiscated. These items can be collected from main reception at the end of the day. If a learner refuses to hand over the item they will be sent to IR for five lessons including break and lunchtime. If the item has still not be handed in within 24 hours, the learner will remain in in IR until the item is handed over.

If an item is confiscated more than once during a term, an adult will be required to come to school to pick up the item.

### **Uniform/Equipment**

All learners must be in the correct uniform, unless carrying a pass issued from a Form Tutor Head of Year or Head of Key Stage; passes are only issued for medical reasons or if the article of clothing is lost or broken in the previous 24 hours. If a learner arrives in school without the correct uniform, the parent or carer will be contacted in order for correct uniform to be arranged.

### **Smoking/vaping on school site**

The school has a zero-tolerance policy regarding smoking on site for both learners and staff, this also includes the smoking of 'E' cigarettes.

The use of CCTV is used extensively every break time and lunch time to scan the school grounds to catch offenders caught smoking. These learners will be sent to IR.

## **Partnership with Parents/Carers**

1. The school is not required to notify parents of red card detentions at lunch time.
2. Parents will receive a message via School Comms or text message to inform them that their child has been sent to IR. Learners working in IR finish school at 3.15pm.
3. Parents are notified via telephone call if their child has been referred to Internal Exclusion (IE). Learners working in IE will finish school at 3.25pm.
4. Parents will be informed by the relevant senior leader when sanctions have not succeeded.

## **Guidance on Rewards and Sanctions**

### **Rewards**

It is the school policy to recognise, acknowledge and reward individual achievements by learners. The following are examples of areas considered to be worthy of individual recognition.

1. Consistently improved standards of work
2. Good or outstanding pieces of work
3. Effort in class or for homework
4. Outstanding effort or achievement in extra curricular activities
5. Service to the school or local community

Each term, learners will have the opportunity to use their Class Chart achievement points in the Reward Store where they 'spend' their positive points on Amazon vouchers.

### **Sanctions**

It is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied. Assertive discipline strategies are displayed in all classrooms.

1. Referrals on Class Charts are used as a means of communication between members of staff about learners who are disruptive in lessons or otherwise giving cause for concern.
2. Red Card detentions may be given at lunch time for unsatisfactory behaviour around the school. Failure to attend this detention will result in a referral to IR.
3. Learners who break rules more than once in a given lesson will be sent directly to IR.
4. Learners may be placed on report whereby they are required to carry a report card that has to be signed after every lesson. The card is to be monitored daily by the form tutor and/or Head of Year.
5. Any member of staff may phone a parent or carer to discuss any learner's behaviour or the quality of their work if they have first made the Leader of Learning aware of the concerns.
6. For persistent poor behaviour there are a series of referrals that can be considered by the Pastoral Team, Learning Support Team and the Assistant Headteacher responsible for Pastoral and Learner Wellbeing. These are:

- a. Referral to the educational welfare office for investigation and supporting visits to parents
- b. Referral to external agencies via internal Learner Panel meetings.
- c. Referral to the Educational Psychologist for assessment, guidance and direct work with individuals.

### **Internal Exclusion**

Internal Exclusion may be used for the following offences:

- Racism and/or any other bullying and harassment behaviours.
- Persistent disruption, defiance or any other behaviour that compromises their own or others' safety and welfare
- Verbal abuse directed at staff
- Misuse of the Internet
- Repeated poor behaviour in IR

Learners will spend 5 hours in the Internal Exclusion room, including break and lunch time and finish school at 3.30pm.

### **Fixed Term Exclusion**

Fixed term exclusion may be used for the following offences:

- Harm with intent, for example, violence or threatening behaviour towards staff or other learners
- Repeated disruption and defiance, following time in IE.
- Repeated verbal abuse
- Possession of drugs

### **Permanent Exclusion**

Permanent exclusion is reserved for the most serious misdemeanours and used as an action of last resort when other sanctions, together with support and counselling, have either previously failed or the seriousness of the misdemeanour makes them inappropriate.

It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner. Possible reasons for permanent exclusion include:

- persistent failure to adhere to, or serious infringement of the school's code of conduct
- serious violence/aggression towards another person or persons
- persistent use of foul language/abuse towards another learner or a member of staff
- serious vandalism
- persistent disruption/unruliness
- bringing the good name of the school into disrepute

Permanent exclusion may also be necessary when the repeated behaviour of an individual learner is having an adverse effect on the education of others and challenges their right to learn in an ordered and safe environment.

It is also recognised that in exceptional circumstances it may in the Headteacher's judgement be necessary to permanently exclude a learner for a first or one-off offence. These might include:

- serious actual or threatened violence against another person or persons
- sexual abuse or assault
- attending school under the influence of an illegal substance or alcohol
- supplying an illegal substance on or close to the school or during the school day
- use or threatened use of an offensive weapon

The Headteacher needs no authorisation to conduct a weapons search. The Headteacher hereby delegates the authority for SLT members to carry out a search in his absence if a learner is suspected of carrying a weapon. When a weapons search does take place 2 or more members of staff should be present for the safety of staff.

While not exhaustive these instances indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Exclusions are carried out in accordance with the guidance and requirements contained in the document: Exclusion from schools and pupil referral units. Guidance document no: 171/2015 last updated in April 2015.

<https://gov.wales/sites/default/files/publications/2018-03/exclusion-from-schools-and-pupil-referral-units.pdf>