

BEHAVIOUR FOR LEARNING POLICY

The ethos of the school is based on respect towards all individuals who belong to the community that exists here, be they staff or pupils. The happiness of the school community is based on high expectations. Self-respect, respect towards others, courtesy, kindness, sensitivity, consistency and fairness are the key values of school life. Our discipline emanates from this philosophy. We aim to nurture the principle of self-discipline by igniting an awareness of the responsibility that all individuals have for their own actions.

The school's Behaviour for Learning policy is based on these values and sets out a framework of clear, fair and positive discipline for dealing with cases of misconduct in the classroom and outside the classroom. The school implements the principles of Restorative Practice as an integral part of the policy. Our key aim is to ensure a positive approach to the life and work of the school in order to promote and enable successful learning within the classroom and outside the classroom. As a Rights Respecting School, this policy is also implemented in line with the principles outlined in the United National Convention on the Rights of the Child, which gives children the right to receive an education free from disturbance by the inconsiderate behaviour of other pupils.

RIGHTS RESPECTING SCHOOL

The school is a 'Rights Respecting School'. The school has gained a UNICEF silver award. This award recognises the commitment of schools to the United Nations Convention on the Rights of the Child and its work in ensuring that it is embedded in the school's plans, policies, ethos and actions. The school is committed to teaching pupils about the Convention through a series of activities and campaigns.



Article 12 - Every child's right to be listened to, and taken seriously

Article 19 - The right to be protected from harm, and to be cared for and kept safe

Article 28 - The right to learn and to attend school

Article 29 - The right to be the best they can be

Article 30 - The right to use their own language

Article 33 - The right to be protected from dangerous drugs

Article 37 - The right to be treated fairly

We strive to provide a positive learning environment by:

- Encouraging good behaviour
- Encouraging self-discipline and self-respect
- Encouraging positive relationships
- Encouraging consistency by reacting to positive and negative behaviour

When the standards of behaviour are not acceptable, the school will always try to be firm, fair, clear and consistent:

Firm-in the cases followed; action will be taken; the pupil is informed that their behaviour is unacceptable and serious incidents are dealt with accordingly, which included the use of the correct procedures.

Firm-that the nature of the punishment suits the actions, but allows for individual circumstances.

Clear-clearly, pupils and parents understand the expectations.

Consistency-in the fact that clear guidance is given to staff to promote consistency in dealing with cases of misconduct and that the range of sanctions is applied consistently.

To be effective, all staff must rigorously and consistently enforce the behaviour policy. If this is not the case, then pupils will be confused with the policy weakening. Our school policy for behaviour and discipline must be reinforced within and outside the classroom by all staff at all times.

Expectations

All of the school's expectations are based on the principle of respect, coexistence and pulling together, and the main guidelines are listed in the Pupils Contact Book. Throughout the school we have Respect posters outlining the school's key golden rules. In all classrooms, there is a poster clearly outlining the Rules of the Classroom for all to see. Our expectations are regularly reiterated in school assemblies, pastoral sessions and lessons. A clear message is projected to the school community (during assemblies, pastoral sessions and lessons and through the Link Book) that aggressive behaviour/bullying in any shape or form is unacceptable and that there will be a thorough investigation into any incidents with serious repercussions in line with the Disciplinary Code. Our Disciplinary Code is based on the principles of Restorative Practice with the aim of restoring poor conduct to a level of respectable

conduct and restoring the relationship between pupils in order to progress with school life wherever possible. The Restorative Discussion Circle is used as an integral part of the disciplinary process.

What is important for Ysgol Gyfun Gŵyr?

RESPECT

- **WELSH** is the language of the school and all school activities
- **ATTENDANCE/PUNCTUALITY** 100% attendance and punctuality for all lessons
- **UNIFORM** School shirt and tie/polo shirt, black school sweatshirt, black trousers/skirt, black shoes on all occasions
- **CONDUCT** To respect the right of all pupils to receive a good education and to be happy and secure in school
To follow school conduct rules during lessons and outside lessons
Listen to school staff
- **EFFORT** You must give 100% - your best – when completing classwork, homework and other activities
- **RESPONSIBILITY** All pupils are responsible for their own actions. This includes the responsibility that their own behaviour promotes safe and effective teaching and learning.
- **EMPATHY** – Empathy is important when establishing trust and respect and to show respect to the needs, feelings and rights of others.

CLASSROOM RULES

The Welsh language is the language of the school and all it's activities

1. You must reach your lessons promptly.
2. Wait quietly in lines outside the classroom and enter the classroom quietly.
3. Set your books and the Contact Book on the table. Bag on the floor and coat on the chair. Your mobile phone should not be taken out of your bag/pocket during the lesson.
4. Every pupil has the right to a good education - therefore you must avoid disrupting lessons in any way. Therefore,
 - a. When the teacher commands attention, you must quieten down immediately.
 - b. Raise your hand to ask or answer a question.
 - c. Listen to the teacher and to the contribution of other pupils
5. Do your very best in all tasks.
6. Record all homework in the Contact Book, and present your homework on time.
7. At the end of the lesson, you must leave quietly when the teacher releases you.

Resources and materials-all pupils must ensure that they have the correct resources for specific lessons.

THE DISCIPLINARY CODE

**Resorative practice strategies are used at all stages*

Level 1

- Remind the pupil verbally of the expected standard of conduct. Diffusing the situation is a priority and keeping the situation in the first stage
- Issue the pupil with a formal warning. The teacher can e.g. verbally write the name of the pupil on the white board, move the pupil to the front of the class. Pupil reflects on his/her next step.
- If the pupil is still not responding, the teacher can record the pupil's name on the school's computer system (SIMS) resulting in an automatic detention of 15 minutes during break/lunch time in the department/class
- In rare circumstances, if the above steps have failed, a 'time out' can be given to give the pupil time to reflect away from others. The teacher will talk to the pupil and give them a chance to follow the rules and meet the expectations in a positive manner. If this fails the pupil can be removed from the lesson

Level 2

If a pattern of unacceptable behaviour emerges or if there is a serious incident:-

- The Head of Year will inform the pupil's parents and a lunchtime sanction will be organised. This will be recorded on SIMS by the Head of Year.
- A behaviour agreement will be drawn up and a behaviour card issued for up to 10 days
- Head of Year to monitor the behaviour agreement / card
- Unless there is a positive response, the pupil's education will be maintained in another location at the school for a specified period of time. The Head of Year will record this on SIMS.
- The school has the right to stop the pupil from representing the school in any extra -curricular activities if need be.

Level3

If the pupil fails to comply to the previous steps or if the pupil causes a very serious incident, then:-

- A member of the Senior Management Team will inform the parents and a meeting will be arranged
- A Support Plan will be produced for the pupil containing specific targets
- The pupil's education will be delivered within the school's Internal Exclusion Unit. A member of the Senior Management Team will record this on SIMS.
- The pupil's progress will be reviewed on a daily basis and the pupil will have to demonstrate improvement before he/she can return to mainstream lessons

The pupil can be prevented from representing the school e.g. as a member of the rugby team, until a better pattern of behaviour is restored

External / Permanent Exclusions

- Failure to comply to the previous steps on several occasions
- Causing a very serious incident that has impacted on safety, order and education at the school
- An act of serious violence, sexual abuse, illegal drug supply, threatening behaviour or the use of a dangerous weapon can lead to permanent exclusion in line with Welsh Government guidance.

Protocol following a serious incident on school premises

Restorative Practice processes will be implemented as a basis for the following steps:

- Investigation by the Behaviour Officer - collecting evidence from the pupils themselves and pupils or staff who witnessed the incident - using the school's restorative forms to collect evidence. Contact parents to inform them of the incident and to state that we are investigating it further.
- If there is an incident involving fighting or physical attack, pupils must be separated to two separate locations immediately.
- If a pupil has suffered an injury during the incident, the response must utilise the school's first aid protocol and specifically identify any blow to the head (concussion), contact an ambulance if necessary, contact the injured person's parents immediately to inform them, and liaise with the family on any developments and on the health of the pupil - Member of the Senior Management Team that shadows the HOY.
- While the investigation is ongoing, keep the attacker in a specific location (e.g. Yr Hafan) until a decision has been made on a sanction, based on the evidence collected during the investigation. Avoid allowing the perpetrator to wander around the school unsupervised. If the incident is of a very serious nature, ask the parents to collect the pupil so that the school can conduct a full investigation.
- Once the pupil has returned from temporary internal/external exclusion, **RESTORATIVE PRACTICE circle time** is implemented in line with the school's restorative practice.
- Following all incidents of physical attack or serious fighting, the pupil will need to be referred to the County's Behaviour Service for further support and guidance and/or the Education Psychologist.
- Whilst the pupil is receiving support from the **Behaviour Service, lunchtime and breaktime detention** is implemented in order to safeguard other pupils should this be deemed appropriate based on the evidence.

Whole school strategies to monitor and assist in improving behaviour

All school strategies are based on discussions with pupils using the principles and process of Restorative Practice. The intention at all times is to get the pupils to think about their behaviour and its effect on others. The aim is also to discuss how to improve their behaviour and to make up for incidents between them and other members of the school community in order to restore relationships and progress in a constructive way.

- Daily monitoring report on behaviour/effort/work - on SIMS
- SIMS Behaviour Report Card for individual pupils over a specific period of time
- Break/lunchtime detention
- Break/lunchtime rubbish collection duties - as a community service sanction on specific occasions - damage/graffiti/misconduct in the toilets/climbing on the roof.
- Isolation from lessons for a set period - in the Internal Exclusion Unit
- Temporary period of support in Yr Hafan followed by careful reintegration

EXTERNAL REFERRAL

The school refers pupils as necessary to the following County services in order to assist and support pupils:

- **County Counselling Service** (pupils can self-refer to this service as well) for support in dealing with problems involving depression and low self-esteem.
- **County Behaviour Service** that offers sessions on e.g. anger management strategies - via the ALNCo
- Assessment by the **County Education Psychologist** - who will be able to refer a pupil to further County services such as the Children and Family Unit or the Stepahead unit via the ALNCo
- **County Access Panel** for the **County Referral Unit** in serious incidents of misconduct that failed to improve - detailed evidence must be provided of the intervention strategies used over a significant period of time to support the pupil to restore his/her behaviour and a Behavioural Individual Education Plan.

Protocol for Dealing with the Misuse of Mobile Phones during Lessons

- Should a mobile phone ring or be used inappropriately during a lesson, the phone shall be confiscated to the school office. At the end of the day, the pupil will need to ask a member of the Senior Management Team to return the phone.

For a reoffence of this nature, a parent will be expected to come into school to discuss this issue before the phone is returned.



Restorative Practice

A successful community is one that knows one another and trusts one another and works together fairly to resolve any conflict, and to make people feel better.

How do we do this at Ysgol Gyfun Gŵyr?

By implementing the principles of "Restorative Practice".

What are they?

- **'Sgyrsiau Sydyn/Short Conversations'** – an opportunity for pupils and teachers to share feelings and develop the nuance of an intelligent and empathetic community. This occurs during the registration period every Monday morning for Years 8-9, and Tuesday for Year 7.
- **Restorative Questions** – pupils who have experienced conflict are asked six restorative questions:
 1. What happened?
 2. What were you thinking at the time?
 3. What have you been thinking about since then?
 4. Who have your actions affected?
 5. How were they affected?
 6. What do you think should happen next?
- **Restorative Circles** - a meeting is arranged following significant conflict, chaired normally by a teacher, with the aim of resolving the conflict and restoring any harm done. The meeting will be based on the six restorative questions, but they will be aimed at the victim as well as the perpetrator.

- Effectual Language - adults across the school use a language that communicates to the pupil the effect of his/her conduct on others, and therefore language that promotes a good relationship (e.g. "I feel frustrated, Gareth, because you aren't listening to me").
- Following all serious incidents, after the investigative and disciplinary processes, the restorative process will be implemented to allow pupils the opportunity to restore themselves, come to an agreement and collaborate constructively with the other pupil(s) or member of staff.

Anti-Bullying Policy

At this school, 'bullying' is considered behaviour that impairs on the happiness and satisfaction of another member of the school community. **In the caring community that we foster at this school, there is no place for such behaviour as it shows a grave lack of respect towards individuals.**

This behaviour doesn't always emerge as aggressive physical behaviour. It can also manifest as:

- ⇒ calling nasty names
- ⇒ drawing attention to and making fun of a personal characteristic
- ⇒ public humiliation and belittling
- ⇒ intentionally ignoring someone
- ⇒ isolation within a class or group of friends
- ⇒ spreading untrue stories
- ⇒ threatening someone

Enduring such behaviour at the hands of peers or older pupils can result in great misery, unhappiness and loneliness for the individual, and can have a significant effect on his/her educational development.

THE ROLE OF THE SCHOOL

- ⇒ It must not be accepted that the role of the 'bully' is inevitable in a school. Early patterns of simple oppression can develop into serious anti-social behaviour and produce violent adults.

- ⇒ A clear message is projected to the school community (during year and whole school assemblies, and through the Link Book) that aggressive behaviour/bullying in any shape or form is unacceptable and that there will be a thorough investigation into any incidents with serious repercussions in line with the Disciplinary Code).
- ⇒ LISTEN to pupils. Take the concerns of all individual pupils seriously and keep a record of what is said. Draw the issue to the attention of the Form Tutor/Head of Year/Deputy/Assistant Head as soon as possible - jointly agree on how to deal with the specific case/pupil.
- ⇒ Give the individual time to discuss his/her feelings in a supportive environment
- ⇒ Thoroughly pursue all complaints involving a person being abused in this way, reassuring the victim that they have done the right thing
- ⇒ Publicly and constantly reiterate that this kind of behaviour is not acceptable e.g. during assemblies, specific units within the PSE programme, morning discussions, and where the opportunities arise in lessons. By doing so, our aim is to produce an image of the 'bully' as a weak person who needs help him/herself. Also, by doing so, we create the kind of supportive environment where all pupils feel safe and able to express what is happening to them
- ⇒ Encourage pupils to see each other's perspectives and feelings

- ⇒ Do not respond to the pupil who is cause for concern in an aggressive manner - this only serves to perpetuate the circle of aggression. You must investigate why this person feels a need to make others miserable
- ⇒ Contact the parents of pupils who are creating difficulties and misery for others

RECOGNISING THE SIGNS OF A VICTIM:

We must be alert to:

- ⇒ changes in pupils' behavioural patterns
- ⇒ pupils' response to each other in their leisure time - break and lunchtime
- ⇒ class chemistry - registration and learning
- ⇒ pupils being isolated or appearing to be lonely in the classroom

THE NEEDS OF THE 'BULLY' HIM/HERSELF

Although a person described as a 'bully' conjures up the image of strength and intimidation, the truth of the matter is that the 'bully' is usually a weak and lonely person, with low self-esteem. There can be a variety of reasons for his/her behaviour:

- ⇒ personal unhappiness
- ⇒ loneliness

- ⇒ personal problems
- ⇒ he/she is also a victim
- ⇒ feeling like a failure with his/her work or finding work difficult
- ⇒ feeling inferior within a class or group

This behaviour must be stopped but the need that he/she feels to behave like this must also be eradicated. We must avoid dealing with the symptom and tackle the root of the problem.

* **The Welsh Government document 'Respecting Others: Anti-bullying Guidance' 2011 (available on the Welsh Government education website) provides guidance on 'bullying' for schools that can be used to support the school's anti-bullying strategy.**

DISCIPLINE situations where Bullying occurs

In incidents of bullying, and following thorough investigation, the steps set out in the Disciplinary Code are implemented.

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