

Ysgol Gyfun Gwent Is Coed Behaviour for Learning and positive relationships policy



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Vision and principles

In order to ensure that all learners have the opportunity to learn and to fulfil their potential, Ysgol Gyfun Gwent Is Coed emphasises the importance of very good behaviour in lessons and during learners' free time.

We have high expectations of every member of our community, respect is both expected from and given to all. We understand the importance of working together to build positive relationships which ensure good behaviour and which support the education and wellbeing of all.

Ysgol Gyfun Gwent Is Coed is established on restorative principles, and we prioritise re-building relationships where there has been damage to an individual or the community. This can mean a restorative meeting and a series of consequences as deemed appropriate.

The aim of this document is to strengthen and reinforce the ethos and vision of the school which is to maintain a happy, caring, co-operative community, and to outline how our restorative processes fit with our expectations of learners and the behaviour code:

- We believe it is important to understand that there are consequences when harm is caused to an individual and/or the community, or if others are prevented from learning.
- We respond to all incidents by considering the needs and context of the individual. However, certain behaviours by nature are anti-social and go against the school's ethos and community values. These incidents will be dealt with consistently.
- Restorative processes are an integral part of our approach to dealing with behaviour incidents - it is not either restorative or punitive, but rather a combination of appropriate options (restorative conversation, meeting, conference) in conjunction with other consequences.
- The restorative approach is a process which can take years, and for those learners who find this approach the most difficult, it is the most valuable.

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Roles and responsibilities

The governing body

The full governing body is responsible for reviewing and approving the behaviour policy in conjunction with the SLT and will monitor the policy's effectiveness over the school year.

The Senior Leadership Team

The SLT is responsible for reviewing this behaviour policy, in conjunction with the governing body. The SLT will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- implementing the behaviour policy consistently
- modelling positive behaviour
- building positive relationships and mutual respect with students
- providing a personalised approach to the specific behavioural needs of particular students
- recording behaviour incidents
- communicating behavioural concerns with key stakeholders at home and in school

Learners

Learners are expected to:

- be tolerant of and caring towards others
- be polite and respectful to every member of the school community
- behave responsibly and safely
- be role models to other members of our community
- always do their best to achieve and allow others to do the same
- value and take care of the school Learning environment
- look after our school and community
- have pride in their appearance and wear correct uniform
- respect and adhere to the school routines and norms at all times

The behaviour code is displayed on posters throughout the school as a way of reminding all learners of our expectations.

Parents/Carers

Parents/Carers are expected to:

- support their child in adhering to the behaviour code
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with their child's Wellbeing and Progress lead

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Routines, Norms & Behaviour management

Our school routines and norms are clear and consistent across the school community and applied by all teachers. Classroom routines and norms will support students in understanding what is expected of them each and every lesson and during their free time at school. Teachers promote and plan for classroom routines and norms when preparing for lessons.

At Ysgol Gyfun Gwent Is Coed we commit to:

- meeting and greeting students in a positive and friendly manner
- ensuring all students sit in a planned seat and a starter activity is provided for students to complete on entry
- sharing clear learning intentions and success criteria with students
- active learning for both students and the teacher
- checking progress throughout the lesson
- creating and maintaining a positive learning environment
- remaining consistent in the approach to managing classroom behaviour using the sanction/rewards system

Rewards

The School views the rewarding of students at every opportunity as the fundamental mechanism for promoting positive behaviour and raising self-esteem. The responsibility for rewarding students, as set out below, lies with all staff.

The Rewards include:

- verbal praise for a good piece of work, or achieving a particular target at every opportunity
- display of students work in the classroom
- written comments on students work with positive comments
- award Classcharts merit marks according to agreed policy
- positive statements on reports and during parents' consultation evenings
- regular reinforcement wherever possible
- half termly certificates to reward progress, behaviour and effort
- contact with parents via telephone or email to recognise good and improving behaviour
- appropriate rewards given termly for progress, behaviour and effort

Sanctions

All members of staff are responsible for student behaviour management.

- Teaching staff will respond to students who fail to follow the behaviour code by applying appropriate sanctions.
- Staff are issued with guidance on what constitutes misbehaviour, what levels of sanction exist and when sanctions will be issued.
- The behaviour code is in place to support staff in this process, this is intended as a guide to dealing with misbehaviour both in class and during free time.
- The Headteacher will decide which sanctions are appropriate, once all relevant information has been considered.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or when travelling to or from school (see Travel behaviour code below).

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, this is considered to be serious misbehaviour ('red' on the behaviour code) and the Headteacher will consider the appropriate consequences (see below for consequences following serious misbehaviour).

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Behaviour Monitoring

We will monitor positive and negative behaviour through Classcharts and encourage parents to do the same. In order to ensure a graduated response, when a certain number of points are met the following actions are triggered:

- Form tutor to discuss behaviour with the learner during registration period
- Wellbeing and progress lead to discuss with the learner
- Wellbeing and progress lead to discuss with parents
- If deemed appropriate, sanctions put in place
- Senior Wellbeing and Progress lead to discuss with learner and parents
- SLT to discuss with learner and parents

Subject Action Plans

Behaviour should be discussed within departments on a regular basis and should be minuted at each department meeting. With attention focussing on strategies and actions implied, to both manage and improve specific students or groups of students behaviour. AoLEs should be made aware of behaviour issues within the department and appropriate restorative approaches and subject action plans may be put in place to monitor student events within the subject.

Communication with parents/carers

Communication with Parents/Carers is integral. Relevant staff will communicate with Parents/Carers via phone calls, emails, Teams meetings and face-to-face meetings. Parents/Carers will have access to the Class Charts Parents app and are encouraged to consult this regularly.

See 'Responding to Parents' policy on the school Website for more information.

Communication with staff in school

Communication with staff will happen regularly. Staff will be informed of students placed on reports, subject action plans, PSPs and those who are excluded both internally and externally.

Bullying – See Anti Bullying policy

Social Media – See Acceptable use of ICT policy

Internal isolation

Internal isolation is used to de-escalate a situation when a student is consistently disruptive in a specific subject/lesson and they need to be removed for a period of time. Students will usually remain in Internal isolation for the remainder of that lesson, unless it is deemed that they are not ready to return to their lesson at that time. Learners will be placed in the classroom/office of a Senior teacher and given the opportunity to continue working.

Internal Exclusion

Internal Exclusion is used when the sanctions above have not produced sufficient improvement in behaviour or when a serious incident has occurred.

Only the Headteacher may place a learner in Internal Exclusion. Parents must be informed and learners are supervised throughout the day, including during break and lunch times.

Fixed-term Exclusion

Exclusion from school is used as a last resort when a learner has failed to respond to the above sanctions, including Internal Exclusion, or following an incident of a severe nature. A meeting between parents and the relevant Wellbeing and progress lead will take place when the learner returns to school in order to discuss the incident(s) and put any necessary support into place.

A fixed term exclusion may be put in place in the first instance to ensure that an appropriate investigation can be undertaken and due consideration be given to the final decision.

Unacceptable behaviour outside school on school business, e.g. on school trips, away school sports fixtures or work experience placements is subject to the school's behaviour policy. In these circumstances it is dealt with as if it had taken place in school.

Setting and Marking Work during Exclusion

In all cases, work will be set on Google Classroom. On a learner's return it is expected all work **will have been** completed and submitted. If a learner's fixed term exclusion is fifteen days or longer then the Senior Wellbeing and progress lead will liaise with the LA to make alternative educational arrangements.

Inclusion Panel

An inclusion panel meets on a weekly basis to discuss strategies for meeting the needs of learners who need additional support.

Pastoral Support Plan

Learners who do not respond to schools' actions and who do not improve may be at serious risk of permanent exclusion. We will work collaboratively with the relevant agencies in order to provide support through the preparation of a Pastoral Support Plan which meets the needs of these learners.

Permanent exclusion

Permanent exclusion is used in extreme circumstances and as a last resort. It is the school's policy to do everything possible to avoid this sanction. There are two scenarios when such a sanction might prove unavoidable:

- A single action or illegal act which threatens the safety of the school community or any individual and deliberately transgresses behavioural norms
- Repeated indiscipline over a long period of time following a history of fixed-term exclusions

A formal exclusion meeting is held with parents, LA officer and governors. All exclusions, fixed term and permanent, are made in accordance with LA procedures.

Physical restraint

Selected staff in the school have undertaken Team Teach training in order to keep staff and learners safe in instances where physical intervention is required. This training is supported by the Local Authority and any use of Team Teach can be evaluated with the Local Authority Team Teach Lead when required.

In some circumstances, staff may use reasonable force to restrain a learner to prevent them:

- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be kept on record and reported to parents
- be kept on record and reported to the Local Authority using the relevant documents

Learner support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the learner

The Inclusion panel will discuss a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, the educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Learner transition

To ensure behaviour is continually monitored and the right support is in place, information related to learner behaviour will be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools and from cluster primary schools.

Training

New staff are provided with opportunities to undertake training on managing behaviour.

Behaviour management will also form part of continuing professional development.

A staff training log is maintained by the school and school staff have access to a variety of CPD opportunities throughout each school year.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the full governing body every three years.

Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Safeguarding policy
- Attendance policy
- Defnydd derbyniol o dechnoleg policy
- Complaints policy
- Mobile Phone Policy

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Travel Behaviour Code

Learner safety is of the utmost importance. Learners must behave responsibly and safely when travelling to and from school, whether by bus, train, taxi, bicycle, walking or any other way. If learners get a bus to school, they must also follow the rules in the School Bus Travel Behaviour Code (see below).

If they do not follow this Code, for their own safety, and other people's, the Local Authority and the school can take action against the student. This might involve taking away their right to school transport and even excluding them from school.

- **Learner Responsibility**

- Always respect others, including other learners, drivers and the public.
- Always respect vehicles and property.
- Always be polite.
- Never drop litter.
- Always obey the law.

- **Learner Safety**

- Always behave well when travelling.
- Always follow the driver's instructions when travelling.
- Never distract drivers.
- Always cross the road safely and sensibly.
- Always travel by a safe route.

- **Learner Rights**

- To be safe when travelling.
- To be treated fairly and with respect.
- To tell someone if somebody or something is causing you problems.
- Not to be bullied or picked on.

Learners should tell a teacher, parent or driver about any bad behaviour or bullying they see.

Learner School Bus Travel Behaviour Code

1. When at the bus stop, learners should always wait sensibly, off the road (if possible, on a pavement).
2. Learners should make an agreement with their parents regarding what to do if the bus does not arrive or if they miss it.
3. When the bus arrives, learners should wait for it to stop. Never push or rush for the door.
4. Learners should show their bus pass (if they have been given one) when they get on the bus.
5. On a school bus learners must stay in their seat for the whole journey.
6. On a public bus learners must find a seat if one is available.
7. Learners must never block the aisle with a bag or other belongings.
8. Learners must always wear a seatbelt if one is provided.
9. Learners must not distract the driver when he or she is driving.
10. Learners must not eat or drink on the bus.
11. Learners must never throw anything in or from the bus.
12. Learners must never damage or vandalise any part of the bus.
13. Learners must never operate the bus doors or exits, except in an emergency.
14. Learners must always follow the instructions of the driver at all times.
15. If there is an accident, learners must stay on the bus until told to leave. If it is unsafe to stay on the bus then leave by the safest exit.
16. Learners must always get off the bus sensibly, taking all belongings.
17. Learners must never cross the road in front of or close behind the bus.
18. Learners must not play loud music on the bus.
19. Learners must speak in a respectful manner to the driver.
20. Learners must bring anything onto the bus to sell.

21. Learners must not smoke or vape on the bus.

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Appendix I - Behaviour code and possible consequences

**** It is important to note that this list is not exhaustive and there may be other behaviours that are not named in this code.**

**** It is possible to go straight to 'red' behaviour (and therefore consequence) if the incident is serious.**

****The consequences outlined below are dependent on the context and circumstances of each individual incident. The Headteacher will decide which consequence is the most appropriate.**

Do the small things	
<ul style="list-style-type: none"> ● Arriving promptly to lessons ● Standing when a teacher enters the room ● Correct equipment and uniform ● Following Instructions immediately ● Following the seating plan ● Completing all work ● No mobile phone ● Speaking Welsh ● One talking, everyone listening ● Not leaving the lesson without permission ● Avoid going to the toilet or getting water during lessons 	
Do the small things...well	Reward
<ul style="list-style-type: none"> ● Volunteering ● Collaboration ● Courtesy ● Enthusiasm ● Perseverance ● Use of ambitious language ● Kindness ● Helping others ● Working independently 	<ul style="list-style-type: none"> ● Positive Points - Classcharts ● Phone call home ● Positive letter or email ● An announcement for parents on Class Charts ● Reward Certificate ● Verbal praise ● Wellbeing and Progress Leader selects 30 learners at the end of each term to reward with activities
Behaviour	Consequence

<ul style="list-style-type: none"> ● Phone out in a lesson without permission ● Refusal to follow simple instructions ● Lack of effort / underachievement ● Late to the lesson for no reason ● Discourtesy ● Interrupting ● Lack of equipment / no kit ● Chewing gum ● Being boisterous ● Eating in a lesson ● Using headphones ● Disrupting a lesson 	<ul style="list-style-type: none"> ● See mobile phone policy ● Teacher holds a restorative conversation with the learner ● Record on classcharts ● Registration teacher to discuss the incident with the pupil and note response on Classcharts ● Subject teacher to communicate with the Area of Learning leader via Classcharts where appropriate ● Change of seating plan ● Keep in during lunch break ● Regular practise and reminder of routines /de-escalation techniques
<ul style="list-style-type: none"> ● Refusal to hand mobile phone in ● Walking out of a lesson without permission ● Destruction of Equipment ● Throwing equipment ● Swearing openly ● Challenging a teacher's authority ● Threatening behaviour towards another pupil ● 'Yellow' behaviour occurs in the next lesson ● Protected characteristics (homophobia, racism, religion, disability) ● Persistent lack of effort / underachievement or refusal to work ● Selling goods on the school site 	<ul style="list-style-type: none"> ● Recorded on classcharts. Subject teacher to note if they have had a restorative conversation OR note if a remedial meeting is needed and arrange this with the registration teacher ● Move the learner to work in another classroom located on the same corridor or the Subject or Area of Learning leader's class ● Loss of free time at lunch with: <ul style="list-style-type: none"> ● 1. Teacher ● 2. Subject Leader ● 3. Area of Learning Leader ● 4. Reflection Room with the Well-being and Progress Leader (Need to refer the learner to the Well-being and Progress Lead) ● Wellbeing issue, progress or issues in multiple subjects - Wellbeing and Progress Leader to contact at home ● More in-depth restorative conversation resulting in an action plan or agreement ● Educational response: lesson / assembly ● Problem solving circle time to solve the issue

<ul style="list-style-type: none"> ● Swearing at a teacher ● Threatening behaviour towards a member of staff ● Fighting ● Physically assaulting someone ● Refusing to follow 'Orange' consequence ● Serious incident related to a protected characteristic (homophobia, race, religion, disability) ● Persistently challenging a teacher(s) ● Making it impossible to teach a lesson ● Using a phone to record / take pictures ● Leaving the school site ● Bullying ● Vandalism or destruction of property ● Theft ● Smoking / Vaping ● Possession of any prohibited items such as alcohol, weapons, illegal drugs, stolen items, tobacco, cigarettes, cigarette papers, vape, fireworks, pornographic images. 	<ul style="list-style-type: none"> ● The teacher on call collects the learner and has a restorative conversation. See Emergency On Call Guidelines ● Ensure a detailed record on ClassCharts - Refer the incident to the relevant leader of Wellbeing and Progress ● Phone call home ● Meet the parents ● Internal isolation for a lesson or other period ● Educational response: lesson / assembly ● External exclusion ● SIMS - Wellbeing and Progress Leaders to record a Protected Characteristics incident ● Relevant leader of Wellbeing and Progress to refer learner to outside agencies - offer further support to learner/ parents ● Classcharts Report - to record ongoing incidents ● A more formal restorative meeting or conference ● Interview with PC Smith ● Internal isolation ● Fixed term exclusion ● Permanent exclusion
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Appendix 2 – Restorative structures

Restorative conversation

When dealing with a behaviour incident, the following script is used to facilitate a restorative conversation:

- ❖ Wyt ti'n iawn?/ Are you alright?
- ❖ Beth sydd wedi digwydd?/ What has happened?
- ❖ Felly, rwyd ti wedi.../ So, you have...
- ❖ Fe wnaeth hynny i fi deimlo'n.../ That made me feel...
- ❖ Yr hyn hoffwn i ddigwydd nawr yw.../ What I would like to happen now is...
- ❖ Ydy hynny'n iawn gen ti?/ Is this alright with you?

Restorative meeting

Ask **person 1** (the 'perpetrator'): 'What happened?'

'What were you thinking and how were you feeling at the time?'

'How are you feeling/thinking now?'

'Who was affected and how?'

Ask **person 2** (the 'victim'): 'What happened?'

'What were you thinking and how were you feeling at the time?'

'How are you feeling/thinking now?'

'Who was affected and how?'

'What do you need in order to move on and feel better?'

Ask **person 1**: 'What do you need in order to move on and feel better?'

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