



Ysgol Gymunedol

TONYREFAIL

Community School

Behaviour Policy

Optimism | Trust | Respect | Positivity | Honesty

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GB member/staff responsible for policy review:	C Rees
GB Link Governor:	H Jacobs
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Policy Control

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Author:	K Culverhouse
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Staff responsible for review:	C Rees
Link Governor:	H Jacobs
Owner:	H Nicholas
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1. Introduction

Tonyrefail Community School is a true community school that values the rich interactions created as we all strive for its success. Everyone within our school community faces challenge and we use our core values of optimism, trust, respect, positivity and honesty to support each other in our relentless pursuit of excellence. We have high expectations of each other and value building our community into a safe, inclusive, fair environment, which focuses on developing every individual's unique qualities. We all believe in our community and value its sense of purpose in providing an innovative environment where our children grow into independent, resilient people who can provide for the future of our community.

Good behaviour and effective learning go together. Just as we teach and model effective learning in the subjects of the curriculum it is essential that we model and teach the excellent behaviour for learning we expect our students to display. The behaviour for Learning Policy provides a clear set of expectations for those who belong to our school community and a framework for consequences and rewards.

The main aim of the policy is to promote excellent behaviour throughout the school community so that:

- Every student will be able to improve significantly on his/her previous best.
- Every student will learn to become an effective, independent, self-motivated learner.
- Every student will develop confidence and expertise in literacy and communication skills to do well in all areas of learning.
- Every student will be able to take advantage of the school's identity as a community focused school and as a centre of excellence for learning.
- Every student irrespective of needs will be given the best opportunity to learn, with relevant support provided if required.

2. Expectation of pupils

Pupils will be expected to:

- Wear full school uniform. (Depending on year group)
- Conduct themselves around the building in a safe, sensible, manner and show regard to others
- Speak respectfully towards staff and fellow students
- Arrive on time to lessons
- Foul language will not be accepted
- Bring equipment appropriate for the lesson
- Follow reasonable instructions given by members of staff
- Behave in a reasonable and polite manner to all staff and pupils
- Show respect for the opinions and beliefs of others
- Complete all class work in the manner required
- Show respect for the working environment
- Keep mobile phones out of sight unless directed by a member of staff to be used as a resource during a lesson.
- Follow all other school rules.

3. Expectations with regard to staff

Staff will be expected to:

- Endeavour to arrive on time to their lessons
- Create a swift and purposeful start to the lesson
- Reinforce clear expectations of behaviour
- Deliver a suitably planned and structured lesson which meets all individual needs
- Deal with incidents of inappropriate behaviour by following the school's procedures
- Promote and reinforce positive behaviour in the classroom

4. Expectations with regard to Parents\Guardian

Parents and guardians are expected to:

- Be polite and respectful when communicating with school staff
- Work in partnership with staff to ensure good behaviour
- Inform staff of any concerns
- Respond to concerns raised by members of staff

Ensure pupils come to school correctly equipped and prepared to work

5. Sanctions Lower School

Outlined below are examples of unacceptable behaviour and sanctions which are available. This is not a tariff, and each case will be dealt with according to its merits. Sanctions will be applied fairly, and exclusions will only be used when no other alternatives are available.

- Refusing to sit where told
- Interrupting when teacher or another person is speaking
- Making disruptive noises
- Interfering with the work of others
- Ignoring instructions
- Shouting across the room
- Verbal abuse to other students
- Wasting time
- Serious incidents of bullying
- Sexual contact
- Racial/sexual harassment
- Fighting
- Bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive)
- Involvement with drugs or alcohol
- Physical aggression to a member of staff will be treated with the utmost severity

B1 - Minor Incidents

These incidents are dealt with by the classroom teacher

Sanctions:

- Verbal reprimand
- negative points recorded in class charts

B2 - Persistent incidents

These incidents are dealt with by the classroom teacher

Sanctions:

- Verbal reprimand & moved seat within the classroom
- negative points recorded in class charts

B3 - Persistent incidents of above

These incidents are dealt with by the classroom teacher

Sanctions:

- Verbal reprimand & loss of playtime
- negative points recorded in class charts

B4 - Persistent incidents of above or a “One Off Serious Incident”

These incidents are dealt with by the classroom teacher in the first instance, and pupil is removed to work with Internal Behaviour Support. Pupils can be returned to class once reflective work has been completed and Behaviour Support feels that the pupil is in the correct frame of mind.

Removal to work with behaviour support will be immediate for:

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-
-

Parents/ guardians will be contacted following use of the B4 sanction

Sanctions:

- Verbal reprimand & removal to work with Internal Behaviour Support
- negative points recorded in class charts and a summary of the incident

Sanctions available include:

- Work with Internal Behaviour Support
- Fixed term exclusion
- Permanent exclusion
- Police involvement

6. Sanctions Middle & Upper School

Outlined below are examples of unacceptable behaviour and sanctions which are available. This is not a tariff, and each case will be dealt with according to its merits. Sanctions will be applied fairly, and exclusions will only be used when no other alternatives are available.

- Being late for lesson
- Refusing to remove coat, outdoor wear or other inappropriate items of clothing
- Arriving without necessary books, equipment or materials
- Refusing to sit where told
- Interrupting when teacher or another person is speaking
- Making disruptive noises
- Interfering with the work of others
- Ignoring instructions
- Shouting across the room
- Verbal abuse to other students
- Wasting time
- Use of phone in classroom when not permitted by the member of staff
- Serious incidents of bullying
- Sexual contact
- Racial/sexual harassment
- Fighting
- Bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive)
- Involvement with drugs or alcohol
- Physical aggression to a member of staff will be treated with the utmost severity

B1 - Minor Incidents

These incidents are dealt with by the classroom teacher

Sanctions:

- Verbal reprimand
- negative points recorded in class charts

B2 - Persistent incidents

These incidents are dealt with by the classroom teacher

Sanctions:

- Verbal reprimand & moved seat within the classroom
- negative points recorded in class charts

B3 - Persistent incidents of above

These incidents are dealt with by the classroom teacher

Sanctions:

- Verbal reprimand & lunchtime detention awarded
- negative points recorded in class charts

B4 - Persistent incidents of above or a "One Off Serious Incident"

These incidents are dealt with by the classroom teacher in the first instance, and pupil is removed to Internal Exclusion.

Removal to the Internal Exclusion will be immediate for:

- Serious poor behaviour outside of lessons
- Behaviour towards others which is considered dangerous
- Damage to, or theft of, school property or that of others

Parents/ guardians will be contacted following use of the B4 sanction

Sanctions:

- Verbal reprimand & removal to Internal Exclusion
- negative points recorded in class charts and a summary of the incident

Sanctions available include:

- Internal exclusion
- Fixed term exclusion
- Permanent exclusion
- Police involvement

Constant low-level disruption

Low level disruption will be tracked weekly and a sanction awarded where appropriate e.g.

5 B1's in a week	Afterschool Detention
3 B2's in a week	Afterschool Detention
2 B3's in a week	Afterschool Detention
Failure to attend a Afterschool Detention:	1 Day in Internal Exclusion
3 Afterschool Detentions in a Term:	1 Day in Internal Exclusion

Failure to attend a lunch time detention will result in an after-school detention. Failing to attend and after school detention will result in a day in Internal Exclusion.

Reminders and clarification regarding the Behaviour Management System are provided regularly and pupils are encouraged to make good choices at every stage. It is within the teacher's discretion regarding the way in which pupils are encouraged to make a positive choice e.g. 'time out' of a team Game, swapping roles in a Science practical session – an activity to provide 'thinking time'/ pause for thought when required. Repeated removal to the Internal Exclusion room will trigger off a series of fixed term exclusions. Misbehaviour whilst in the Internal Exclusion room, refusal to accept the sanction or leaving the room without permission will result in a fixed term exclusion.

7. Behaviour in the School Community when students are not in lessons

- All members of the school community will walk on the left in corridors and behave sensibly at all time.
- Outdoor wear must be removed when indoors
- Students will only be allowed out of lessons for a very good reason. Students can expect to be challenged if they are out of lesson and be escorted back to where they should be.
- Students who are not in the lesson they should be, can expect a sanction.

Students who persist in not attending lessons can expect further action involving outside agencies if necessary. All staff are responsible for the corridors and should support subject staff in this role.

- Tonyrefail Community School is a no smoking site for visitors, staff and students. Students can expect a sanction for smoking\vaping whilst on site.

All staff should insist on responsible behaviour. When asking students to modify their behaviour in the wider school community, all staff should do this in a clear calm way. Staff should always do this in a way which is clear about expectations but does not use derogatory, aggressive or demeaning verbal or body language towards the student.

8. Internal Exclusion Room

- Students will be isolated from their peers and follow a programme of work.
- Break and lunch times may vary from the normal school day.
- Parents / Carers will be contacted in all cases if a student spends time in the Internal Exclusion Room.
- Failure to comply with expectations for behaviour whilst in the exclusion room will result in a fixed term exclusion.

9. The Positive Reward System

It is important that achievement and good behaviour are rewarded. The main ways of doing this are by giving reward points in class charts for good work and recording such things as exceptional effort, improvement in behaviour, volunteering, good attendance etc.