

2014 – 2017

Behaviour Policy

Llanishen High School

This document contains the specific policy and associated information relating to Behaviour at Llanishen High School

Responsible Staff Member: Mrs J Pearce
Approved by Governing Body: 24 June 2014
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Llanishen High School Behaviour Policy

AIMS

The School's Behaviour Management Policy is based on rewarding students for positive behaviour and applying consequences for negative behaviour.

Positive relationships and positive behaviour go together and are crucial to fostering successful learning. All members of the school community have a part to play in building positive relationships. To create a positive atmosphere and promote good behaviour we are committed to delivering an exciting and challenging curriculum that takes into account the emotional and academic needs of all pupils; and to a behaviour policy that supports students and staff with clear sets of rules and procedures.

Staff, governors and students have all contributed to the development of this policy. It reflects the values and principles that we collectively consider important.

SCOPE

This policy applies to behaviour in the classroom, anywhere on the school site, on school buses, on school trips including sporting fixtures and where it has a direct impact on other pupils.

PRINCIPLES

Our policy is underpinned by the following principles:

- All members of the school community are responsible for their own behaviour and for fostering positive relationships and communication with others.
- Children learn by example and adults must act as positive role models for pupils by their own behaviour and relationships.
- All of us respond better to encouragement than to criticism. By focusing on positive behaviour and relationships we can support each other.
- We all belong to a learning community and asking for help in any area of school life is a strength rather than a weakness. We strive to create a community where everyone, whatever their role, is safe to learn.
- We ensure that Llanishen students have the best opportunity to experience a safe, caring and nurturing environment that enables each person to achieve their full potential.
- This policy along with other policies in the school applies equally to all members of the school community regardless of gender, race, religion, sexual orientation or disability.
- Bad behaviour is not acceptable and is addressed wherever and whenever it occurs.

These principles form the basis of our belief that rights are balanced by responsibilities

All pupils have the responsibility to....	All pupils have the right to...	All pupils will show respect by...
Take part in lessons	Learn	Working both independently and together
Allow others to work uninterrupted		Contributing ideas
Ask for help when needed		Being in the right place at the right time
Be in the right place at the right time		Trying their best
Work to the best of our ability		
Listen carefully to each other	Be heard	Speaking respectfully and kindly
Tell someone if they have a problem		Taking turns to speak and listen
Take care of themselves and others	Feel safe and valued	Being polite and honest
Show control and make positive behaviour choices		Being sensitive to others in what they say and do
Keep hands and feet to themselves		Accepting and appreciating differences
Move around the school in a calm and orderly way	A safe environment	Moving around school calmly and quietly
Show respect for their own property and the property of others		Being careful with property

All staff have the responsibility to...	All staff have the right to...	All staff show respect by....
Plan and prepare interesting and relevant lessons	Expect pupils to complete work to the best of their ability	Making sure work is differentiated for individuals' needs
Keep pupils safe	Expect pupils to do what the teacher asks the first time	Listening to pupils' concerns
Support pupils to develop academically, socially morally, spiritually and culturally	Expect pupils to treat them with respect	Being sensitive to others' beliefs and needs

REWARDS

Consistently applied these help to foster positive behaviour by providing supportive feedback. Rewards are given for good behaviour, effort and work.

The rewards used are

1. Praise
2. Merits
3. Comment on School Information Management System (SIMS)
4. Merit certificates
5. Super form in Years 7-9
7. Congratulations letter home in Years 10-11 from the Subject Leader or Year Team Leader for excellent work/effort
8. Headteacher's commendation for outstanding work / effort

Praise

Praise can be:

Non verbal (a smile or gesture) or verbal

Merits

Merits are awarded for work that is 'over and above' expectation. They are awarded for a variety of reasons including:

- Good effort (including behaviour)
- Good classwork
- Good homework
- Good research work
- Good project work

Teachers/Learning Support staff awarding merits use the following tariff

Task	Merits Awarded
Good work / behaviour/ effort/ homework	1 merit
Good/improved test result	1 merit
Good extended research/project	2-3 merits
Written work including at least 3 of the different text types displayed in classrooms	3 merits
Contribution to school community	1-3 merits as appropriate

Form tutors awarding merits use the following tariff when monitoring use of planners:

Rule	Merits Awarded
Productively used and planner signed by parents	2 merits
Productively used , planner not signed	1 merit
Planner signed, not productively used	1 merit
Not Productively used and not signed	0 merits

Comment in SIMS

Staff record merits on SIMS so that the Form Tutor, individual teachers, Year Team Leaders and parents are all informed. We aim to use SIMS as much as possible for positive reinforcement.

Merit Certificates – KS3 and KS4

The pupil data team collate the totals recorded on SIMS and produce reports and certificates. Gold, silver and bronze certificates are awarded each term. Platinum certificates are issued at the end of the year. The threshold for each of the reward levels is:-

Bronze = 25

Silver = 50

Gold = 75

Merit Prize Draw

Every half term, 3 pupils from each of Years 7-9 with the most merits are entered into a prize draw to win a book token. One book token is awarded for each year group and these are presented by the Year Team Leader during Assemblies.

Super Form- Years 7-9

At the end of year the top performing form is taken on a reward trip in recognition of their hard work over the past year. The winning form is determined on the basis of merits awarded, school Eisteddfod results in Years 7 & 8 and Sports Day performance. In addition the 30 pupils with the highest merit totals in each year group are rewarded with a half/full day off-site activity.

Congratulations Note Home – KS3, KS4 and KS5

KS3 and KS4 pupils who achieve 20 + merits have a letter sent to their parents, by their Year Team Leader, to congratulate them on their achievements. Similarly parents of pupils at KS5 who achieve 10+ commendations receive a letter.

Headteacher's Commendation

This reward is given for special effort over a sustained period. Commendations are presented to the outgoing year 7, 8, 9, and 10 at the annual Awards Evening and to year 11 as part of their GCSE presentation.

Awards Evening

At the end of the year all staff are asked to nominate one pupil from each of years 7, 8, 9 and 10 for the following categories:

- Excellent achievement
- Outstanding attendance
- Excellent effort
- Outstanding contribution to our school community

Awards in these categories are made to the pupils with the greatest number of nominations.

These overall awards are also presented at the annual Awards Evening.

KS5 Commendation Certificates

Staff teaching KS5 award commendation certificates for effort and achievement. Staff award 3 to 6 commendations per group per half term. These are recorded on SIMS to enable the Pupil Data Team to collate the totals and produce the reports and certificates.

RULES & CONSEQUENCES

At Llanishen High School negative behaviour is not tolerated and is addressed immediately.

Classroom rules are displayed in all teaching rooms and corridor rules in all corridors. These outline clearly the expectations the school has of all students. These rules enable the school community to function safely, to promote successful learning and to encourage responsible behaviour.

A staged system of sanctions for breaches of the rules allows us to apply consistent 'consequences' which appropriately reflect the level of misdemeanour. Consistent application across the school and between curriculum subject areas is vital for this system to work effectively.

Classroom rules

1. Arrive on time properly dressed, prepared & equipped.
2. Follow instructions immediately
3. Respect people & property in your words and actions.
4. Listen carefully to whoever is meant to be talking.
5. Follow any safety rules that apply.

Rules around the school

1. Follow all instructions the first time.
2. Respect people and property in your words and actions.
3. Attend all registrations, assemblies and lessons on time.
4. Keep to the left and move safely.
5. Keep the school and its outside areas, including the area around the main gate, smoke free.

Classroom behaviour consequences

Behaviours	Consequences
You get a reminder for: <ul style="list-style-type: none">• Talking out of turn.• Being off task.• Being out of your seat.• Distracting others• Other low level disruption	Reminder of school rules from your teacher
You get a verbal warning for: <ul style="list-style-type: none">• Continuing any of the inappropriate behaviour for which the reminder was issued.• More serious disruption.• A minor Health and Safety issue.	Verbal warning from your teacher

<p>Behaviour that will result in a Level 1 consequence :</p> <ul style="list-style-type: none"> • Failure to respond to verbal warning/s. • Continued low level disruption to lesson. • Failure to follow Health and Safety rules • Inappropriate language/ conversation. • Throwing an item across the room. • Defacing own property/another pupil's property • Language of a homophobic, racist or similar nature. • Failure to put away mobile phone/ipad or other electronic device when requested. 	<p>Level 1 consequence (C1) from your teacher will include one or more of the following:</p> <ul style="list-style-type: none"> • Verbal reprimand • Being sent out of the room for 2/3 minutes time out • Move of seat • Comment in planner • Extra work set by teacher to be completed at home. • Detention with your teacher • Contact home
<p>Behaviour that will result in a Level 2 consequence (C2) :</p> <ul style="list-style-type: none"> • Refusal to follow instructions. • Failure to amend behaviour following a C1. • Defiant or disrespectful behaviour to staff or other pupils • Being late to lesson repeatedly. • Repeated lack of equipment. • Defacing school property. • Failing to complete set homework. • On- going/ repeated use of mobile phone/ipad or similar electronic device despite being asked to not to by teacher. 	<p>Level 2 consequence (C2) from the Head of Subject will include one or more of the following:</p> <ul style="list-style-type: none"> • Departmental detention • Departmental letter home • Departmental report • Removal to another room within the dept for remainder of lesson • Removal to another room for next lesson with prior arrangement • Contact home
<p>Behaviour that will attract Emergency Rota and a Level 3 consequence (C3) :</p> <ul style="list-style-type: none"> • An incident that seriously threatens the Health and Safety of the teacher and/or other pupils. • Serious damage to the school environment. • Extreme rudeness/defiance to staff or pupils. • Aggressive behaviour towards pupils or staff. 	<p>Level 3 consequences (C3) (Emergency Rota) will include one or more of the following:</p> <ul style="list-style-type: none"> • Removal to Head of Department • Emergency removal to Internal Exclusion Room • Letter home • On report to Year Team

<ul style="list-style-type: none"> • Refusal to go to or continued disruption in Department Remove Room. • Truancy 	<ul style="list-style-type: none"> • Parental interview • Fixed Term Exclusion • Completion of a pupil removal form which includes a letter of apology to be completed prior to return to the class where the offending behaviour occurred
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**Additional Consequences
Year Team Leader Detention**

Behaviour	Consequence
2 or more C1 s in a week 2 or more reports of lack of equipment in one week 2 or more days of incorrect uniform in one week 3 or more reports for inadequate work in one week 3 or more reports of late to lesson/registration in one week	Lunch time detention 30 minutes
2 or more reports of missed homework in one week	Homework Detention 30 minutes
2 or more incidents of being removed from lesson in one week 2 or more incidents of leaving a lesson without permission in one week Failure to attend YTL Lunchtime detention	YTL after school detention 30 minutes

Whole School Detention

Behaviour	Consequence
Failure to attend subject/faculty/YTL detention Poor behaviour in a subject/faculty/YTL detention Smoking on school site despite having been given a warning letter for a previous incident	Head of School detention for 1 hour

Poor behaviour will negatively affect the opportunities for pupils to take part in reward activities such as school trips or Year 11 Prom.

Smoking on the school site

Students caught smoking (including smoking e-cigarettes) on the school premises, at the school gates, on trips or smoking elsewhere while in uniform, will be report to the Pupil Support Link for the year who will inform the Year Team Leader.

The consequences of smoking are:

- 1st offence - letter home from office
- 2nd offence - time in Internal Exclusion
- 3rd offence - 1 day exclusion from lessons

Internal Exclusion (IER)

- Students are placed in the Internal Exclusion Room for serious offences against other pupils, staff or the school environment. This is used as an alternative to a short-term exclusion.
- Emergency Rota staff and Heads of Year in liaison with the SLT, place students in the Internal Exclusion Room (IER).
- Pupils are placed in IER for a minimum of half a day to include missing either break or lunch
- Pupils placed in IER have to hand their phones over to supervising staff for the duration of their time in IER.
- Parents are informed by a standard letter sent by the Pupil Support Link on behalf of the Year Team Leader.
- Failure to comply with the behaviour expectations of IER will result in a Fixed Term Exclusion.
- Pupils placed in IER 3 times in a half term receive a fixed term exclusion

Fixed Term Exclusion

Pupils will receive a fixed term exclusion for:

- refusal to work in IER
- walking out of IER
- referral to IER 3 times in one half term
- aggression (physical or verbal) towards staff or pupils
- damage to property
- serious incidents of defiance

Fixed Term Exclusions are for a set number of days decided by the Headteacher.

All pupils returning from exclusion attend a post exclusion meeting with their parents. At this meeting a Post Exclusion Action Plan detailing the targets for improvement and the support to be put in place is agreed.

Permanent Exclusion

If all other sanctions have failed, a permanent exclusion may be necessary.

Pupils can also be permanently excluded for a single, dangerous offence such as: arson, physical assault on another pupil or a teacher or supplying an illegal substance to other pupils.

BEHAVIOUR ON SCHOOL TRANSPORT

All pupils who travel daily on school buses are required to follow the bus behaviour code embodied in the School Bus Contract (see appendix). Failure to adhere to its expectations result in:

1. 1st offence a written letter of warning issued by Pupil Support on behalf of Year Team Leader
2. 2nd offence removal of bus pass for 1 week followed by a parental meeting with the Assistant Head of Inclusion
3. 3rd offence removal of bus pass for 2 weeks followed by a parental meeting with the Head Teacher
4. 4th offence removal of bus pass for half term followed by parental meeting with a representative of Cardiff Council's School Transport Department and the Head Teacher.
5. A one off serious offence deemed by Cardiff Council's School's Transport Team as placing other pupils/driver in danger - immediate and permanent removal of the pupil's bus pass.

BEHAVIOUR ON SCHOOL TRIPS

General behaviour on school trips must be in line with the school's behaviour policy. Particular behaviour requirements for individual trips are detailed in the risk assessment for the trip. Pupils travelling by bus/coach/minibus on a school trip are required to follow the Bus Behaviour Code in the appendix to this policy.

Pupils who fail to comply with behaviour expectations whilst on a school trip will receive consequences in line with the behaviour policy on return to school. An incident which is deemed to place other pupils or adults in danger will result in an immediate removal of the pupil from the trip/visit and a fixed term exclusion.

Promise of Positive Conduct

All pupils who travel to and from Llanishen High School, using the provided transport, have the right to a **safe journey**. In order to ensure this, pupils need to acknowledge their rights and responsibilities and ensure the highest standards of behaviour are observed at all times.

Students have the right to:	Students have a responsibility to:
<ul style="list-style-type: none">• safe and comfortable travel• be treated with courtesy• travel free from verbal and physical abuse• expect their property to be safe• board and disembark in a safe manner• enjoy their travel.	<ul style="list-style-type: none">• contribute to safe and enjoyable travel for all passengers• follow the Code of Conduct and accept the rules of bus operators• be responsible for their attitudes and actions• respect the rights of other passengers• treat bus drivers with respect• follow direction/instruction of drivers• report any unsafe behaviour to drivers/schools• express concerns in an appropriate manner• demonstrate self control• be cooperative.

The following behaviour, in order to uphold your rights and responsibilities, are unacceptable;

- behaviours which may be irritating, unpleasant but not physically dangerous. E.g. moving from seat to seat or verbal abuse.
- behaviours where there may be some physical danger to individuals. E.g. failure to wear seat belt or pushing/shoving when leaving bus.
- behaviours which are very dangerous to individuals, or very destructive. E.g. Throwing items, fighting or causing damage to the bus.
- life-threatening behaviour. E.g. tampering with fire exit while bus is in motion.

I, (name and form) _____, understand that I could be **banned** from using the school transport should I be responsible for any behaviour that is considered **unacceptable**.

I, (name) _____, the parent/guardian of (name and form) _____ agree to the conditions of use set by Llanishen High School and will support the withdrawal of transport privileges should it be deemed necessary.

Signed: _____ (Pupil) _____ (Parent/Guardian)