

# YSGOL GYFUN ABERAERON



## Behaviour and Discipline Policy

## **What do we mean by behaviour and discipline?**

**School discipline is the functioning of the school community through a system of relationships, rules, rewards and sanctions designed to develop progressively self-discipline within pupils. It also maximizes the educational, moral, social and emotional well being and attainments of all pupils.**

**Behaviour is the manner in which pupils conduct and control themselves and respond to the school's rules and code of expectations.**

### **Aims**

1. To enable Ysgol Gyfun Aberaeron to create a quality environment in which pupils can reach their full potential in social, cultural and recreational activities as well as in academic attainment.
2. To recognise that all pupils are unique and are entitled to equal opportunity and continuing support.
3. To encourage in pupils the development of responsibility.
4. To develop within pupils a strong feeling of self worth, achievement and tolerance enabling them to form positive relationships
5. To enable pupils to achieve control over their own behaviour.
6. To encourage good standards of behaviour in school.
7. To create a positive atmosphere with a healthy balance between sanctions and praise.
8. To develop a sense of community within the school. It is essential that all staff, pupils, parents and governors work together to the educational benefit of the child.

### **Objectives**

1. To keep the number of rules to an essential minimum and only include ones which the school will enforce.
2. To establish the reasons for rules and to make these clear to pupils and parents.
3. To ensure that rules are applied consistently by all members of staff and in accordance with the school's equal opportunities policy
4. To provide a framework of good practice and procedures to clarify the needs and expectations of pupils and staff
5. To define the boundaries of acceptable behavior and attitudes and specify the roles of department/pastoral teams and the SMT in relation to applying rewards and sanctions
6. To ensure that there is flexibility in the use of punishment to take account of individual circumstances.

***Clearly defined rules, relevant curriculum and a caring atmosphere encourage positive constructive behaviour.***

## Good Behaviour Code

### In the classroom – Guidelines for Subject Teachers

- 1) Line up pupils quietly/orderly before entry into the classroom (where possible)
- 2) Remove outdoor clothes in class. Pupils are required to follow the school dress code
- 3) The teacher will determine where the pupils sit
- 4) Greet pupils formally. Be positive and smile. Be polite and demand politeness
- 5) Always take a register at start of the lesson. **INSIST** on **QUIET**
- 6) Avoid negatives – **tell pupils what to do**, not what not to do. Be specific when giving instructions.
- 7) Make sure full use is made of **contact diaries (POSITIVE and NEGATIVE)**
- 8) Always **praise good behaviour** – “catch” people who are behaving well. Attempt to include all pupils once/lesson.
- 9) End lesson in orderly fashion – make sure time is left for silence / homework / orderly departure

*Praise loudly, reprimand quietly*

*Finish with a thank you, well done*

*Be fair, firm and consistent*

# Good Behaviour Code

## In the classroom - Expectations

There are five basic rules, which apply at all times:

1. Enter and leave the room quietly as directed by the teacher
2. Listen to the person who should be speaking
3. Raise your hand before speaking
4. Arrive on time with everything you need for the lesson
5. Treat others, their work and equipment, with respect.

In addition, for their own wellbeing, staff will remind pupils to:

- Co-operate fully and follow instructions given by all school staff
- Be aware of and observe the health and safety rules which apply in subject areas
- Remember that a 'pupil pass' is required when leaving the room temporarily
- Sign in at the office when arriving later and sign out when leaving early with permission
- Understand that chewing gum is not acceptable in lessons

# Good Behaviour Code

## Outside the classroom - Expectations

- Pupils must co-operate with instructions given by the staff on duty
- Pupils are expected to demonstrate regard for their environment by using the litter bins provided and co-operating to keep the school tidy.
- Pupils are asked to treat each other and visitors to the school with respect and courtesy.
- Pupils must avoid any behaviour that causes concern to others including smoking and carrying items which are potentially dangerous.
- Pupils from Years 7-10 remain on the school site throughout the day. Permission to leave the school can only be given by a member of the SMT.
- Pupils from Year 11-13 (allowed into town at lunchtime) must return in good time for afternoon registration.

### Guidelines For Staff When Rules Are Broken Outside The Classroom

- It is important that the discipline policy is consistently implemented by ALL members of staff at all times.
- All staff/lunchtime supervisors are expected to respond in a positive manner and handle most of the routine discipline problems themselves.  
To ignore misbehaviour is to condone it.
- If staff cannot resolve the problem then it should be referred to the Head of Year / Assistant Headteachers / Deputy Headteacher / Headteacher
- Pupils who are caught misbehaving should be referred to the appropriate Heads of Year. Sometimes it will be necessary for the Head of Year to reprimand and even punish a group of pupils who are in different year groups. In such cases details of the incident / punishment will be passed on to the Heads of Year responsible for these pupils who will then supervise the sanction and if necessary contact the parents.
- Heads of Year/Inclusion Officer will investigate, compile a briefing and refer pupils responsible for serious misdemeanours to the Headteacher / Deputy / Assistant Headteachers.

# Rewards and Support Systems

Staff play a vital role in praising and encouraging good behaviour, guiding pupils to understand the school's expectations and develop the skills that will help them to behave appropriately.

'A fundamental goal in classroom management is equipping pupils to become responsible for their own behaviour.' DfES (2000).

Encouraging appropriate behaviour involves:

- Setting clear expectations and boundaries
- Reinforcement – explain appropriate behaviour and skills and how to make better choices
- Praising appropriate behaviour or when targets are met
- Use the pastoral system to recognise achievement
- Use rewards – departmental and whole school systems.

Where reward and praise mechanisms fail pupils understand that actions have consequences which will involve sanctions in line with the school policy. They include warnings, reprimands, potential loss of privilege or rewards and separation from peers.

## Types of rewards

Pupils who make positive behaviour choices will be commended in various ways. It is important to emphasise the positive effect achieved by reward and **praise in particular**. Pupils respond better to systems which value their strengths and recognise their difficulties. Often the simplest methods are appreciated the most.

### Social rewards:

- Gestures of approval – smile, thumbs up
- Verbal praise, commendation and encouragement in lessons
- Written commendations in exercise books and contact diaries
- Valuing and displaying pupils work in the department and around the school.
- Celebrating and giving recognition to various kinds of success in collective worship/ pastoral time.
- Recommendation to be nominated for an external award or receive an award or trophy in Prize evening.
- Pastoral tutors assist and encourage pupils to record their achievements and skills development in the contact diary and/or progress file
- Headteacher keeps a record in the 'Pupils Achievement Book' and outstanding achievements are reported in School Governor's meetings
- Inform Year heads and SMT who will take advantage of the opportunity to praise individuals and thank them for their good work and effort.
- Recognition of achievements reported in the local newspaper and the school newsletter.
- Providing badges of office for pupils who accept responsibility

### Symbolic rewards

- The use of stickers to denote good work and progress
- Letters sent home – e.g. good review results
- Praise postcards
- Certificates e.g. for attendance, department recognition.

## **Special activities**

- Home school negotiated reward when setting targets for an Individual Behaviour Plan
- Individual behaviour targets incentive scheme - negotiated with Youth worker and / or external agencies
- Group activity – e.g. Year Head organising end of year trip

## **Merit system – credit stamps**

The school adopts a whole school merit system using credit stamps and praise postcards for Years 7-11.

A stamp can be awarded to individual pupils in accordance with department or pastoral guidelines.

The Heads of Year and SMT can award additional stamps accordingly.

Staff should use the spaces in the contact diary to record the award of credit stamps. Offering a verbal explanation of why a stamp is being given, reinforces approval of good behaviour and achievement and acts as an incentive to all.

The Heads of Year overview the system and pupils complete an annual questionnaire during a pastoral session to enable the pastoral system to be monitored. The school council can also make recommendations.

## **Whole School Support System**

When pupils do not respond to rewards and persistently misbehave despite the imposition of sanctions and intervention, the following support personnel and procedures are employed:

- Individual Behaviour Plans
- Behaviour Support Team Referral
- Educational Psychologist Referral
- Pastoral Support Plans
- Referral to Youth worker
- Referral to SENCO
- Referral to other outside support agencies
- Discuss alternative curriculum provision

## Sanctions Used Within The School

There are occasions when it becomes necessary to apply sanctions to show appropriate disapproval proportionate to the misbehaviour.

### **Subject and Form Teachers - *consider***

- reprimand including 'quiet word' to reinforce expectations
- non-verbal disapproval – head shake, stern look, silence.
- remind and advise pupils of the better choices they could make
- change of seat
- repeat of work
- break and lunchtime subject/department detentions
- send to formal lunch time detention
- additional work
- use of Contact Diary notes to parents
- time out in another classroom (departmental and whole school procedure)
- referral to Head of Year (for behaviour) or Head of Department (regarding work related incidents)

### **Head of Year - *consider also***

- confer with Form Teacher / Head of Department / Inclusion Officer/SMT to discuss the difficulties and any action already taken
- place on report
- confer with SMT to instigate an Individual Behaviour Plan
- lunchtime detentions
- withdrawal of lunchtime privileges e.g. pupils in Year 11 stopped from going into town
- contacting parents by phone and / or arranging an interview with parents
- pupil is isolated from his/her peer group – this could involve an informal arrangement or a period in the school's encil (internal seclusion - work provided by staff)
- pupil excluded from specific lessons for a period of time
- a group change with SMT approval

### **Headteacher / Deputy & Assistant Heads - *consider also***

- after-school detentions
- contacting and interviewing parents.
- referral to support services via the Behaviour Support Team
- use of contracts such as Individual Behaviour Plans and Revised curriculum
- convene a Pastoral Support Plan meeting
- referral to the school's encil (internal seclusion - work provided by staff)
- fixed exclusion
- permanent exclusion only in very last resort and after full consultation. Formalise all relevant documentation to meet any legal requirements.
- the school will record offences for internal records accordingly

**N.B. ONLY THE HEADTEACHER MAY ACTUALLY AUTHORISE AN EXCLUSION**





Heads of Year and the pastoral team have a key role to play in the monitoring of the policy. It is also important that the whole staff review regularly the effectiveness of the policy. The policy will not be fully effective unless all members of staff (not only the teaching staff) are involved in the process.

Periodically, the Headteacher will invite members of the School Council to offer their observations in conjunction with any review.

Parents have a very important role to play in encouraging their children to behave well in school. It is important therefore that they are aware of the school's discipline policy.

The policy will be reviewed by the Governing Body accordingly.

This policy should be read alongside the following:

- Attendance policy
- Anti-bullying policy and Child protection policy
- Pastoral care policy
- Parental complaints and exclusion procedures
- Health and Safety policy