



## BEHAVIOUR AND DISCIPLINE

## POLICY

(Non Statutory, 3 year review cycle)

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Signed	<i>Kath Roberts Jones</i>	Chair of Governors.
Date:	<i>10th January 2018</i>	
Date of Review:	<i>January 2021</i>	

# Brynlywarch Hall School

## Behaviour & Discipline Policy

The Governors recognise that all employees have a responsibility to promote and maintain good behaviour and discipline and to investigate any allegations of bullying.

This policy was accepted by the Governors of Brynlywarch Hall School September 2010 and will be reviewed annually.

### PART ONE: STATEMENT OF GENERAL POLICY

The Governors recognise that it is their responsibility to ensure that, through the Headteacher, good behaviour and discipline is maintained at Brynlywarch Hall School.

The Governors recognise that it is their responsibility to ensure that the school has a policy to combat bullying.

### PART TWO: RESPONSIBILITY AND ORGANISATION

The Headteacher has the day to day responsibility of ensuring that this policy is adhered to, however all employees and partners in the school have responsibilities to promote good behaviour and discipline and to combat bullying. This may be achieved by:

- ◆ Setting whole-school guidelines and expectations for behaviour and discipline and reminding the staff, parents and children of it, when necessary.
- ◆ Setting classroom guidelines and expectations with the students for behaviour and discipline to complement the whole-school guidelines.
- ◆ Adhering to the school's agreed policy for behaviour and discipline and ensuring that all staff and other adults in the school are aware of it and take a collective responsibility for maintaining it in practice.
- ◆ Adhering to the school's agreed policy for teaching and learning.

### PART THREE: POLICY AIMS AND GUIDELINES

The staff, parents, students and Governors of Brynlywarch Hall School agree that the reasons for maintaining a behaviour and discipline policy are to promote: -

- ◆ respect and consideration for other people;
- ◆ respect for other people's feelings, possessions and basic rights;
- ◆ understanding that the school is a community and that rules are for our collective well-being;

- ◆ the development of good citizens;
- ◆ helping others without being asked or for recognition;
- ◆ safety
- ◆ respect for the whole school environment.

**Attitudes to be encouraged: -**

- ◆ politeness;
- ◆ to trust and be trusted;
- ◆ honesty, fairness and an awareness of right and wrong;
- ◆ concern for others and the environment;
- ◆ pride in oneself, work, appearance and membership of the school;
- ◆ independence - ultimately to be able to work without direct supervision;
- ◆ good manners.
- ◆ Self respect and respect for others and their property.

**These attitudes may be reinforced by the use of various strategies including: -**

- ◆ Positive consequences for good behaviour;
- ◆ Specific verbal praise for behaviour from teachers and other adults;
- ◆ Whole class rewards;
- ◆ merit certificates;
- ◆ The inclusion in extra-curricula teams and activities.
- ◆ Associating good behaviour with the school trying to provide the pupils with everything within the powers of the school.
- ◆ Achievement certificates and stickers.
- ◆ Celebrated during assembly.

**The Use of Sanction and or restorative/ De-escalation Strategies**

At Brynllwarch all staff recognise that it is not the "severity but it is the certainty" that all incidents are dealt with. This not only allows the child to gain closure on an incident and move on but also allows staff to choose an appropriate action to achieve the best possible outcome. As with all actions that are taken in response to an individual's behaviour, staff should remember that we use a system of 'least to most intrusive' in regard to consequences and use restorative practice so that the pupil will have a clear understanding of the positive outcomes that the school wishes to achieve.

Wherever possible, sanctions should be constructive and immediate following appropriate and adequate warnings.

- |                   |   |
|-------------------|---|
| Loss of privilege | <ul style="list-style-type: none"><li>- time out at playtime</li><li>- staying in to work at playtime</li><li>- do restorative work in own time</li></ul>   |
| Time out          | <ul style="list-style-type: none"><li>- sent to the behaviour unit to work</li><li>- within the class</li><li>- With a member of staff before incident occurs</li></ul>   |
| Extra work        | <ul style="list-style-type: none"><li>- writing a letter of apology</li><li>- writing out class or school rules</li><li>- completing unfinished work during break time</li><li>- completing unfinished work for homework</li><li>- any other constructive written task.</li></ul> |

#### **Levels of Sanctions:**

The Staff of Brynllwarch Hall School recognise that sanctions only work if they are applied consistently and applied on the basis of least to most intrusive, they must also be relevant to the behaviour displayed, there must also be flexibility built into our approach.

Staff should ask themselves the following questions:-

- A) Is their action managing the behaviour of the student?**
- B) Is their action modifying the student's behaviour?**
- C) Is the action teaching a new positive behaviour?**

The Staff recognise that behaviour will not change or be modified until it is managed consistently, and appropriate replacement behaviours are both modelled and taught.

For this reason the following steps will be taken when consequences are being imposed:-  
see appendix 1.

- |                       |   |
|-----------------------|---|
| <b><u>Level 1</u></b> | Verbal reprimand and reminder of appropriate behaviour - ensuring that the student understands that any repetition of the behaviour will lead to level 2    |
| <b><u>Level 2</u></b> | Loss of privileges - This is to be carried out by the class teacher. With assistance from Support Provision if necessary. This may include reparation work. |
| <b><u>Level 3</u></b> | <b>Lunchtime or Break time Detention.</b><br>(Research shows that these types of detentions are most effective when supported by the member of staff)       |

This can take the form of work around school or in class.

#### **Level 4 Report Card**

Internal Exclusion

After School Detention

Students On Report are to complete 2 consecutive full days with evidence of generally good effort and attitude towards school. If satisfactory behaviour is not recorded then the 2 consecutive days will start again from the next school day.

Students On Report will spend lunchtimes in detention.

Students On Report will lose all extra curricular privileges.

Sleuth will be monitored by the behaviour support team and the form tutor to see if the students behaviour warrants them being removed off the Report Card.

This level of consequences are administered by the senior leadership team working closely with the whole staff team.

#### **Level 5 Responsibility of Headteacher**

Fixed Term Exclusion

Transport Exclusion

Permanent Exclusion

*It is important that students are made aware of their behaviour, reminded of expected behaviours and informed of possible consequences if behaviour continues before Level 2 and above are imposed.*

The Staff recognise that it is vitally important that students do not descend into a spiral of increasing sanctions but that they are given regular opportunities to receive awards and praise for good behaviour.

#### **Positive Behaviour Reinforcement**

Most of the students in Brynlywarch behave respectfully towards others and are visibly much happier when they are having success with their behaviour whether it be conduct, emotional or learning behaviour.

Some of our students experience difficulties in certain circumstances but have great success in different learning environments. It is vitally important to record where students are having success and the reasons for that success.

'SLEUTH' our behaviour recording system enables us to do this. Individual staff can use this evidence to inform their own planning.

Recording of POSITIVE incidents will also allow staff to use scaffolding techniques when the student is experiencing difficulties.

We report on positive behaviours at the end or during every teaching session.

Sleuth automatically allocates behaviour points to students who display positive behaviours. This allows our students to have a fresh start in every teaching session. Behaviour points are automatically taken away from students that display negative behaviour. At the beginning of each week the students with the most points from the previous week is announced. All students start each week with a clean slate, in line with our ethos of 'fresh start'.

Behaviour points are linked to rewards of various forms such as inclusion in end of term rewards trips, student of the week vouchers, and inclusion in extra-curricular activities. We view this as a very important part of our practice when implemented consistently.

**"Students need to see the link between good behaviour, hard work and rewards".**

### Behaviour Plans

Data from Sleuth will inform the development of Individual Behaviour Plans. Negative incidents will trigger the need for such plans in support for the students' behaviour.

### Positive Handling Plans

Positive handling plans are triggered if a student shows patterns of requiring safe hold techniques, these plans inform staff of the most proactive ways to manage the student and as a result achieve positive outcomes and reduce the need for physical intervention.

### Equal Opportunities

Staff recognise that equality of opportunity should not result in all students being treated exactly the same. Rather, they must be treated according to their needs, be they academic or social, and all students deserve the opportunity to succeed in however small a way. As a school we reward progress in attitudes and behaviour, not attainment alone. This is a central tool in combating persistent bad/poor behaviour. It is however vital that all negative behaviour is addressed with an appropriate level of response. The certainty of it being dealt with is far more important than the severity of the action. As a staff body we need to be flexible, consistent and keep in mind the individual that we are supporting.

### EXCLUSIONS

In the event of all other consequences being ineffective, the Headteacher, advising the Chairman of Governors, may exclude a child for a fixed period not exceeding 45 days in any school year. During such an exclusion the school will provide appropriate work for the child to complete at home, under the supervision of the child's parents or carers.

If a child from Brynlywarch Hall School is permanently excluded the parents or carers of the student will have the right to make representations to the Governing Body to challenge the decision, and they must signify their intention of so doing so within 7 days of the exclusion being advised of the exclusion.

### School Rules - Actions and Attitudes to be Encouraged

#### Inside the building

- ◆ Always walk.

- ◆ Open doors for adults, visitors or children collecting or returning equipment, registers etc.
- ◆ Wear the correct school uniform smartly at all times, (detailed in the School Prospectus).
- ◆ Treat everyone kindly and with respect.
- ◆ Always try to do your best, and ask for help if you need it.

### **In classrooms**

- ◆ Classrooms are working areas.
- ◆ Follow instruction from staff members
- ◆ Be prepared to work
- ◆ Respect others rights to be able to learn
- ◆ Always try their best.

### **Outside the building**

- ◆ Sweets and chewing gum are not allowed at any time in school.
- ◆ Do not run, except on the playground and then only run with care and consideration for others
- ◆ Walk quietly to the classroom in readiness to work.

### **General rules**

- ◆ Toys and games should not be brought to school, unless specifically requested.
- ◆ Small backpacks or P.E. bags should be brought to school and must be hung up at all times.
- ◆ All belongings and clothing must be named.

### **Before and after school**

- ◆ Students must be aware that the school is concerned about their behaviour when coming to and going home from school, and will investigate any reported incidents of misbehaviour on school transport.
- ◆ Students must be aware that they are representing Brynllwarch Hall School at all times when wearing school uniform.

## **Lunchtimes**

- ◆ During lunch times learning support assistants assist the teacher on duty in supervising the students. Students must be encouraged to regard the assistants in a positive manner at all times.

## **Curriculum**

- ◆ Issues of behaviour and good citizenship will be addressed regularly through collective worship and PSHE lessons in class. Teachers will address individual incidents as they arise in their class, seeking advice from other experienced staff if necessary.



## PART 4: SCHOOL BULLYING POLICY

### What is bullying?

Bullying is deliberately hurtful behaviour that is repeated over a period of time and which makes it difficult for those being bullied to defend themselves.

#### The main forms of bullying comprise:

- Physical - hitting, kicking, taking belongings.
- Verbal - name calling, repeated insults, racist taunts.
- Indirect - spreading nasty rumours, excluding from social groups.

#### Some common signs of bullying:

- ◆ Reluctance to come to school.
- ◆ Fear of walking to and from school.
- ◆ Decline in standards of work.
- ◆ Change of personality - quiet, withdrawn, unhappy.
- ◆ Not sleeping well.
- ◆ Unexplained bruises or scratches.
- ◆ Distressed, but unable to talk about it.
- ◆ Loss of friends.
- ◆ Depression.

If a student displays any of these signs it *could* indicate that they are being bullied. However, it is normally a combination of symptoms rather one isolated incident that is indicative of bullying.

Bullying in any form is unacceptable at Brynlywarch Hall School. All staff will act swiftly to investigate any incidents brought to their attention.

Students must understand that they have the right *not* to be bullied.

Students should know that they can confide in parents or teachers if they feel threatened in any way. Parents must inform the school immediately if they suspect that their child is the victim of bullying.

Brynlywarch Hall School Policy for Learning supports the promotion of good behaviour which assists staff in combating bullying.

#### Policy for learning

As a staff, we at Brynlywarch Hall School believe that students learn most effectively when:

- they feel valued and secure;
- they undertake work that is carefully matched to their ability;
- the teacher's expectations are clear and high.

- they feel confident if mistakes are made they may ask for help;
- they are building upon previous learning.

We believe that our teaching is most effective when:

- a variety of teaching styles can be drawn upon to motivate and involve the students;
- lessons are appropriately differentiated to match the needs of all students;
- progress is continually monitored using a range of assessment methods as identified in individual subject policies and the Assessment Policy;
- students are presented with challenging and stimulating tasks.

We believe that students must be taught the importance of good behaviour and:

- know the difference between positive and negative behaviour and its effect upon themselves and others;
- have respect for themselves and for others;
- respect their own and other people's property;
- know the rules of their classroom and the school, and understand and abide by them;
- know that good behaviour will be recognised and that negative behaviour will result in the imposition of clearly identified graded consequences;
- Know that replacement behaviours through restorative practices will be implemented
- be sure in the knowledge that they will be treated fairly, consistently and sensitively at all times.

We believe that students achieve their best within an environment in which:

- they feel, and are, safe and secure;
- they have access to clearly labelled resources which are safe, relevant and up to date;
- a good variety of work by all students is thoughtfully and attractively displayed and is clearly valued by the teacher;
- students are made to feel welcome and know what is expected of them at all times.

PLAYGROUND SUPERVISION

The staff at Brynllwarch Hall School take their responsibilities towards supervising pupils seriously. Different levels of supervision are required for children at different levels of development, and we recognise that as they grow older students need to be given greater responsibility for their own actions.

Parents too have a responsibility for the supervision of pupils by adhering to specified dropping off and picking up times and reporting any worries or concerns they may have concerning the well-being of their child. Teachers have a busy day which extends from before 9.00am a.m. to well after 3.30 p.m. and are given specific days and times on which they supervise the students.

## **PLAYTIME SUPERVISION**

### **Procedures for Brynllwarch Hall School.**

- ◆ Students must not arrive at school before 8.45 a.m. From 8.40 a.m. onwards there will be staff on duty on the front door and on the playground.
- ◆ At morning break there will be staff on duty in zoned areas
- ◆ Teaching staff will supervise the leaving and returning of their students at break and lunchtimes. Students will not be left in a classroom without being adequately supervised. This will make sure teachers are there when they have to be and any issues can be sorted before entering class.
- ◆ During wet play, the students will be assembled in the hall or dining room before being provided with a variety of wet-play activities.

Students who find it difficult to socialise with others during playtime or lunchtime will be provided with support from a LSA.

Where deemed necessary some students will be kept in line of sight or asked to report to a designated member of staff at regular intervals throughout the break time, this is to support the more vulnerable of our students.

All staff on duty are asked to keep an eye out for any students who appear to be excluded by others, or are causing a persistent nuisance to others.

### **Complaints procedure**

In the event of any complaint concerning discipline, parents should be urged first talk to the class teacher. If this does not resolve the issue then the complaint should be taken to the Senior management team.

We have a separate complaints policy.