

Porth County Community School



Behaviour For Learning policy

“If we are not modelling what we are teaching, then we are teaching something else” - Helen Flanagan

Introduction

At Porth County Community School, we strive to provide an environment where each and every learner has the opportunity to learn and develop as an individual. The key to good learning is good behaviour that is managed pro-actively. Our behaviour for learning policy is based upon developing respect within our pupils which will prepare them for life within their community and the world of work. When enforced it enables teachers to teach in a collegiate and respectful learning environment whilst also ensuring that learners can learn without distraction in a nurturing atmosphere. Positive relationships between learners and all staff are the key to ensuring that everyone in the community is able to work to their full potential and enjoy being here.

The key to this policy lies in the hands of the staff that will use it on a daily basis. All staff **must** use this policy in a consistent fashion in order to ensure that our learners are receiving the same messages, experiences and treatment from every classroom in the school, as well as every member of staff around the school site. All staff **must** praise, reward, discipline, control and order learners in and around the school. The moment learners see this is not the case will be the point at which this policy breaks down.

Policy Aims

- All learners are happy, feel valued in the community and achieve their best
- All learners demonstrate respect for others
- All learners are included within the learning experience, whatever their needs, differences or problems
- No one is excluded from our learning community

Policy Principles

- **All** individuals take **personal responsibility** for their actions and the effect that these have on the people around them
- Staff clearly demonstrate that they know their learners and their needs. Differences should be recognised and needs met effectively.
- High expectations from all – for all
- Effective communication across the school and with parents/carers

**Teachers are entitled to teach
Learners are entitled to learn
Everyone is entitled to respect, support and acceptance**

Managing behaviour inside and outside of the classroom – The School Rules

The school has developed a set of rules which will equip learners for good learning and set them up for the world of work.

School Rules:

- Arrive on time for all lessons.
- Treat staff, fellow pupils and visitors with respect.
- Respect all property.
- No smoking, alcohol or drugs.
- No chewing gum or energy drinks.
- Place all litter in the bins provided.
- No eating in the corridors or outside of designated areas. (The Food Hall and the seated area just outside, Sub Central and the seated area outside)
- Walk sensibly and keep left in corridors.
- Mobile phones, MP3 players and other electronic devices are not to be used, heard or visible in school buildings between 8:30am and 2:40pm. The exceptions to this are unless otherwise directed by a member of staff or in a designated area at breaktime or lunchtime. (The Food Hall and the seated area just outside or Sub Central)
- Foul or offensive language is not to be used in or around the school.
- Dangerous items are not permitted.
- Abide by the school Internet and Computer access policy.

Classroom Rules:

- Follow the instructions of all members of staff, immediately.
- Come equipped – pen, pencil, ruler, calculator, books and personal organiser.
- Complete all work and homework to the best of your ability and hand it in on time.
- Do not be disruptive in lessons.
- Respect your teacher, classmates and school property.

Dress Code:

- Flat plain black shoes.
- Plain black tailored school trousers.
- Plain black sweater or cardigan with or without the school logo.

- School polo shirt with logo.
- All outer garments to be removed in lessons.
- No visible undergarments.
- Only natural looking hair colour and sensible hairstyles.
- No jewellery except a watch and one pair of stud earrings (one in each ear only)
- No fashion accessories.
- A school bag suitable for carrying the correct equipment.
- No tattoos.
- No noticeable make-up or nail varnish.

The Consequence System

We want all learners to enjoy school and flourish in a learning environment that is stimulating and challenging. However, we acknowledge that there will be times when misbehaviour will exist. The school then implements a consequence system that demonstrates to all learners that actions have consequences. This is known as the school Consequence System/The C System.

The Consequence Ladder:

C1 = 3R's; Remind, Refocus, Reseat (if appropriate) – staff to record in pupils' planner

C2 = Break time detention. Staff record on SIMS.

C3 = After school detention. Staff record on SIMS.

C4 = Isolation – 3 visits prior to exclusion (graduated 1day, 2 days, 3 days.). Staff record on SIMS.

C5 = Exclusion. Staff record on SIMS.

Pupils will be given a 'clean slate' each term.

The Consequences

- Break time detentions will be run by the form teams mainly to enforce the dress code.
- Departmental detentions (after school) will be run by departments. Failure to attend will result in pupils going into Senior detention.
- Senior detentions (after school) – overseen by SMT to run every night.
- Isolation – extended day for those pupils pre-booked. Immediate input into the unit for those pupils on report.

Only the Wellbeing Team can place a pupil in senior detention and isolation.

Only the HEADTEACHER can exclude.

C1- The three R's - Teachers and TAs use a wide range of strategies to support positive behaviour. This should include **reminding** the learner of the class expectations, **refocusing** the learner or (if appropriate) **reseating** the learner. If a learner does not respond then the teacher issues a C1. This is a formal warning to the learner that their behaviour needs improvement.

C2 – Break time detentions – These can be issued by all staff. They will be used mainly for the dress code and equipment rules. These must be recorded on Sims. If a pupil fails to attend they must then be referred as a C3 and will receive an after school detention.

C3 – After School Detention – Failure to complete homework could lead to an after school detention issued and referred by staff and held by the Curriculum Leader. Pupils who fail to attend will be referred to the Senior Detention. The senior detention is overseen by the Wellbeing team and SMT. Pupils can be placed in here as part of the ladder progression or as a result of a specific incident.

C4- Internal Isolation – Learners who have been involved in a serious incident for which there is an on-going investigation or learners who have not responded to other strategies and whose actions necessitate isolation from the rest of the community. A letter is sent home and parents are contacted via telephone by the Wellbeing team. The decision to conduct a C4 is given by the Wellbeing team. Any learner that is placed in Internal Exclusion should have appropriate work set for them by their teachers as requested. A meeting with parents and the relevant Wellbeing coordinator/Key Stage coordinator/ Deputy Headteacher is set up and a support plan reviewed or put in place.

C5 – Exclusion – The Headteacher makes all decisions about exclusions. Learners that are excluded from school are only done so where a learner's continued presence on site would be harmful to an individual or the learning community. A letter is sent home and the wellbeing team will contact the parents via telephone. After any exclusion a meeting will be carried out by the Wellbeing team and the parent to discuss the pupil's behaviour.

The school follows all guidance as set out in the Welsh Government document 'Exclusion from schools and pupil referral units' 081/2012

Reports and Pastoral Support Plan (PSP's)

Pupils will be placed on daily reports as follows:

- Stage 1 – Green – issued after SMT detention
- Stage 2 – Amber – issued after Isolation
- Stage 3 – Red – issued after exclusion

A PSP will automatically be triggered after a second exclusion

Fixed Term Exclusion Protocol

The school does not believe that exclusion supports improved behaviour and therefore a key priority is for zero exclusion. However fixed term exclusion can be used as an important part in ensuring and maintaining a safe environment for our students and staff. Fixed term exclusions may be used when it is felt that

- The students continued attendance at the time would put others at risk
- The student has repeatedly not responded to other approaches

Exceptions to zero permanent exclusion

There may be exceptional circumstances where in the Headteachers' judgement it is appropriate to permanently exclude a student in order to ensure the safety of the rest of the community. These can include:

- Physical assault against another student or a member of staff
- Sexual abuse or assault
- Supplying drugs

In these circumstances, our duty of care to the rest of the community outweighs the needs of the individual.

Beyond the school gates

We recognise that often events happening outside school can impact upon the learning capacity of a learner in school. As such the school will take action against learners whose behaviour outside school has a negative or harmful effect on any individual or group or damages the reputation of the school in our community.

School Privileges

When a pupil's behaviour falls short of the Porth standard they will not be asked to represent the school at events nor will they be invited on external trips.

ALL STAFF ARE EXPECTED TO ADHERE TO THIS POLICY.