



## Behaviour Management and Rewards Policy

**This policy was adopted by the  
Governing Body on:**

**Autumn 16**

**Next Review:**

**Autumn 18**

**Aims**

Promoting positive behaviour and attitude to learning is essential; this policy aims to reflect on key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour.

This policy promotes the following key aspects:

- A consistent approach to behaviour management;
- Strong school leadership;
- Classroom management;
- Rewards and sanctions;
- Behaviour strategies and the teaching of positive attitudes to learning;
- Staff development and support;
- Pupil support systems
- Liaison with parents and other agencies;
- Managing pupil transition;
- Organisation of punishments and facilities.

As a result Ysgol Uwchradd Caergybi will:

- Protect the welfare and security of staff and pupils;
- Create a learning environment where all pupils can reach their potential and beyond;
- Develop positive values that includes respect, equality, fairness and honesty within a caring, inclusive and nurturing environment;
- Promote self-esteem, self-discipline, proper regard for authority and positive relationships with both adults and pupils;
- Encourage positive attitudes to learning;
- Build a positive relationship with parents/carers and other agencies to develop a shared vision of what positive behaviour represents.

The behaviour policy recognises the need for all staff to take responsibility to teach and model good behaviour. In order to establish and maintain high standards amongst our pupils, we need to ensure that all pupils are clear about our expectations of them. The pupil Code of Conduct is set out on the school website and also displayed in classrooms and corridors.

See Pupil Code of Conduct in appendix A

## Rewards

Ysgol Uwchradd Caergybi uses the Vivo Miles reward system to praise students for positive actions which then stimulates a voluntary and progressive improvement in their behaviour and increasing their motivation towards the achievement of academic objectives.

Vivo Class uses a simulated economic system where the currency is electronic points called Vivos. Staff can award their pupils Vivos for their achievements and positive actions according to the reward criteria set by the school management. Teachers have access to an online platform where they can manage the amount of points or Vivos awarded to every pupil.

Pupils can be rewarded for the following:

- Completion of homework to an excellent standard
- Excellent contribution to classwork
- Excellent effort in class
- Improved Attendance
- Improved Punctuality
- Model Citizen
- Positive Behaviour
- Supporting peers in their learning
- Participated in out of hours learning
- Star of the week
- Star of the term
- Headteacher's Award

Each pupil gets a private online profile where they can check how many points they have earned and access the information on why they have been rewarded and by whom. Students can redeem their points in the Vivo shop online where they can choose from a range of products approved by the school management. Items that can be purchased from the Vivo shop include mobile phone top up vouchers, stationery, iTunes vouchers, novelty toys, New Look vouchers, JD Sports vouchers, watches, key rings and a whole lot more! Pupils can also save their points and redeem them against their ticket for the school trip or prom. Pupils can also donate their points to charities that the school management approved.

## Sanctions

Whilst the emphasis is on promoting and rewarding good behaviour, inevitably there are occasions when appropriate sanctions are needed. Pupils who do not recognise their responsibility to adhere to the pupil code of conduct will face consequences.

Ysgol Uwchradd Caergybi will not accept the following behaviours:

- Racist, sexist or homophobic comments;
- Verbal abuse;
- Physical violence, bullying or intimidation;
- Vandalism;
- Illegal actions.

For positive behaviour to be promoted effectively; sanctions should be applied fairly and consistently. The Welsh Assembly Government advises staff to:

- make it clear that they are dealing with the behaviour rather than stigmatising the person;
- use sanctions which are for the shortest term possible and avoid early escalation to severe sanctions, reserving them for the most serious misbehaviour;
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);
- avoid whole group sanctions that punish the innocent as well as the guilty;
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off);
- use sanctions to help the pupil and others learn from mistakes and recognise how they can improve their behaviour;
- plan to allow the pupil to show good behaviour as soon as possible;
- when appropriate, use sanctions to put right harm caused;
- never issue a sanction that is humiliating or degrading;
- use sanctions in a calm and controlled manner;
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.
- take account of individual circumstances. For example, punishing a pupil who is late to school because he/she looks after younger siblings will only serve to exacerbate what is already a difficult situation. It would be preferable to use the school referral system to put in place support to improve his/her punctuality;
- encourage pupils to reflect on the effects of misbehaviour or absence of others in the school community, as part of everyday teaching and discussion.

Sanctions in the classroom will be phased and pupils will have the chance to modify their behaviour before the next stage of action becomes necessary. Concrete actions that will be applied in the classroom may be:

- Time out of the classroom - 5 minutes initially increasing to 10 minutes if needed;
- Re-seating (seating plans can be amended throughout the year);
- The pupil will receive a reminder of the pupil code of conduct and a verbal warning;
- The pupil may be given a short detention at break or lunchtime where the inappropriate behaviour can be discussed and a way forward agreed.
  - A breaktime detention will be issued by the class teacher and will be for the first 15 minutes of the breaktime.
  - Lunchtime detentions may either be issued by the Head of Year or Head of Department and will begin at 1:05 for the remainder of the lunch break.
  - After School detentions may either be issued by the Head of Year or Head of Department and will last for up to 1 hour.
- Staff may keep pupils behind at 3:15pm until the second bell rings at 3:20pm

This is not an exhaustive list and other in class sanctions could be applied.

Class teachers will log poor behaviour in the pupil's behaviour management on SIMS with information of the sanction that has been issued, the teacher should save this for information only and not refer pupil on at this stage. If the first sanction fails then the teacher will issue a second sanction and record this in the pupil's behaviour management for a second time for information only purposes. If the sanction fails for a second time then the class teacher will log it for a third time and this time refer pupil to the Head of Department.

The Head of Department should follow the same two sanction procedure as the classroom teacher but also inform parents that their child has been referred to them and the reasons why. The communication with parents should either be by letter or telephone. If the two sanctions fail for the Head of Department then the pupil should be referred to the Head of Year for further action.

See sanction ladder and detention flow chart in appendix B.

### Alert System

For serious misbehaviour such as physical assault on staff, intimidating behaviour towards staff, drug / alcohol related incidents, sexual/racist/homophobic comments, social media involving staff, fighting, possession of an offensive weapon, poor behaviour in internal exclusion room, deliberate damage of property, truanting on site and smoking on school site the alert system will be used to call out a member of the Senior Leadership Team (SLT) to remove the pupil from the situation and place them in the internal exclusion room. The staff member using the alert system will record the incident in the pupil's behaviour management on SIMS and refer the report to SLT.

A member of SLT or HOY will patrol the corridors at least twice during the school day, to reprimand any pupils who have been sent out of class.

See guidance on when the alert system should be used in appendix D.

### Restorative Justice

Restorative justice meetings will be held by trained members of staff with the aim to build relationships, promote discipline and prevent harm and further conflict occurring. Restorative approaches and practices encourage the school community to:

- share the responsibility for creating and maintaining the conditions that make for effective teaching and learning;
- encourages everyone, young and old, to take responsibility for their feelings and behaviour;
- empowers young people, teachers and parents to handle conflict in positive ways.

Restorative approaches will generally comprise of:

- whole school conflict resolution programmes;
- peer mediation for pupils and teachers;
- restorative language used by all adults;
- restorative meetings (mediation and conferencing) to resolve challenging issues.

### Monitoring cards

For continued disruptive behaviour pupils may be placed on a monitoring card that requires them to adhere to the three targets set for the pupil by either HOY or SLT. A member of SLT or HOY will manage the sanctions.

Teachers will be required to score these targets by the end of the lesson.

Scoring System and Sanctions are as follows:

A: Target fully met – No Sanction applied

B: Target partly met and pupil improved with strategies employed by the class teacher – No Sanction applied

C: Target not met – Sanction applied. If a pupil receives 1xC they will be issued a break time detention, 2xC they will be issued a lunchtime detention, 3 or more C's on their card in one day they will receive Internal exclusion or an after school detention at the discretion of HOY/SLT.

Parents will be notified when their child is placed on a monitoring card and are required to sign their child's card every evening. The pupil can either be placed on an orange card for Head of Year monitoring or red card for SLT monitoring this will be dependent on which stage of the sanction ladder the pupil is.

### Individual Development Plan (IDP)

The IDP procedure and process is designed to support those pupils for whom the normal school based strategies have not been effective. An IDP is a structured intervention for pupils at risk of disaffection, fixed term or permanent exclusion. The aim of the IDP is to involve the pupil in the shared challenge of improving behaviour and social skills. An IDP is a school based and owned process. Parents, Multi-Professional Teams and External Agencies may be needed to be involved in supporting both the pupil and the school to meet the targets set at the IDP meeting. The IDP will not be used to replace the Additional Educational Needs assessment process; pupils will be taken through the appropriate stages of the SEN Code of Practice. An IDP helps coordinate interventions for pupils at risk of disaffection, fixed term permanent exclusion. They ensure that intervention is personalised and targeted to individual pupil needs. If it is decided that an IDP is the best way forward, the Head of Year or SLT link will initiate a meeting, inviting parents, students and appropriate outside agencies to be part of the process.

### Behaviour Contract

Behaviour contracts may be adopted for pupils returning from internal or fixed term exclusion. Behaviour contracts will:

- Be created very early on in an interaction;
- Be copied to parents/carers;
- Recognise that the process is as important as the outcome;
- Have agreed and understood rights, responsibilities, rules, consequences and support;
- Be reviewed weekly, fortnightly, monthly or half termly.

### Risk Assessment

A risk assessment will be documented for a pupil where there is reasonable doubt that the pupil may re-offend or cause harm to a fellow pupil or member staff.

This document will be signed by the Headteacher, pupil and parent. It will be a strictly confidential document and reviewed on a regular basis.

### Internal Exclusion

Internal exclusion is an alternative to a fixed term exclusion and is used for pupil's whose behaviour has been negative to the school community. Pupils will be isolated in the internal exclusion room for a period of time as directed by either the Head of Year or member of the SLT. Pupils who have been removed following an alert will be internally excluded. In addition to this internal exclusion may also be used for persistent defiance, persistent insolence, persistent breach of pupil code of conduct, extreme cases of bullying or repeated truancy at the discretion of Head of Year or SLT.

Whilst internally excluded pupils will have a detained break and detained lunch where they shall be escorted to have lunch in the school canteen under supervision.

The initial period of time the pupil spends in the internal exclusion room whilst an investigation is being carried out may be considered as potential credit for the punishment that has been decided by SLT when using the appropriate sanction procedure.

See Appendix D for Internal Exclusion Room procedures for staff and rules for pupils.

## Fixed Term Exclusion

In line with the Welsh Assembly Government guidelines a decision to exclude a pupil will be taken only in response to serious breaches of the school behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or staff in school.

Fixed term exclusions will not be imposed in the heat of the moment unless there is an immediate threat to the safety of staff or the pupil concerned. The Welsh Assembly Government guidelines state that before deciding on whether to exclude a pupil the headteacher should:

- Ensure that an appropriate investigation has been carried out;
- Consider all the evidence available to support the allegations. The more serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be;
- Take into account the schools behaviour and equal opportunities policies, and, where applicable, the Equality Act 2010;
- Allow the pupil to give his or her version of events;
- Check whether the incident may have been provoked;
- If necessary consult others e.g. Assistant Headteacher in charge of inclusion, Head of Year and members of the pastoral team;
- Keep a written record of the incident and actions taken.

In Line with the guidance from the Welsh Assembly Government on Inclusion and Support, exclusion will not be used for:

- Minor incidents such as failure to do homework;
- Poor academic performance;
- Lateness or truancy;
- Breaches of school uniform rules or rules on appearance (including jewellery and hairstyles), except where these are persistent and in open defiance of such rules and where all other avenues for resolving the uniform dispute have been exhausted;
- Protecting victims of bullying by sending them home.

In all cases of more than a day's exclusion, work will be set and marked. Headteachers must arrange for work to be provided as soon as a pupil is excluded for a fixed-term. Parents/carers should arrange for the work to be collected and returned and the school must ensure that it is marked and that further work is set until the pupil returns to school.



### **Governor Disciplinary Panel**

The Governor Disciplinary Panel will convene when a pupil exceeds 15 days fixed-term exclusion within a school year. If a pupil's total number of days of fixed-term exclusion exceeds 15 school days in one term, any subsequent fixed-term exclusion(s) of the pupil in the same year would again trigger the disciplinary panel's duty to consider the circumstances of the exclusion.

### **Post Exclusion Meeting**

After exclusion, pupils will only be readmitted following an interview with the Headteacher, Assistant Headteacher in charge of inclusion or Head of Year. During the interview; targets, a behaviour contract or pastoral support plan will be drawn up to promote positive behaviour in the future and detail any additional pastoral or LEA support that may be necessary. The pupil will not return to the class or to the member of staff where the behaviour that resulted in exclusion took place; until a restorative justice meeting takes place. This restorative meeting may in some cases be chaired by a member of the pastoral team.

### **Managed Move – Alternative Provision**

The Welsh Assembly Government recommends the consideration of managed moves to provide pupils with the opportunity to make a fresh start in a new school. This practice can also reduce the need for permanent exclusions and minimise the negative outcomes associated with them.

A managed move is a strategy that may be implemented for the following pupils:

- pupils who are at risk of permanent exclusion but who might succeed in a new environment;
- pupils with emotional and behavioural difficulties who have received a variety of supportive strategies in their school with limited success;
- pupils who find that attendance at their current school is negatively affecting their emotional welfare.

Managed moves will only be considered when there is a genuine belief that a fresh start would be beneficial for the pupil.

## Permanent Exclusion

In line with Welsh Government guidelines there are circumstances where it is appropriate to consider and immediate permanent exclusion. These include:

- Serious actual or threatened violence against another student or member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Use or threatened use of an illegal weapon;
- Where the pupil's presence in the school represents a serious threat to others.
- Persistent malicious disruptive behaviour.

## Bullying

Ysgol Uwchradd Caergybi has an anti-bullying policy which all staff in the school are required to follow. The school's policy will be made available to parents/carers upon request.

## Illegal Substances

The possession or use of prohibited substances on the school site is forbidden and will result in a fixed term or permanent exclusion. The school has a drugs policy which is available to parents/carers upon request.

## Smoking

Ysgol Uwchradd Caergybi has a no smoking policy for all members of the school. Pupils are not permitted to have tobacco products, cigarette lighters and matches on school premises. If such items are seen they will be confiscated and pupils will be subject to school sanctions. Those who are caught smoking or in the presence of others smoking will be subject to school sanctions. Parents will be notified. The same rule on smoking applies for school visits or any time where pupils are under the jurisdiction of the school including to and from school on school buses.

## Alcohol

The possession of alcohol on school premises is not allowed. Pupils who bring alcohol onto the school site or appear to be under the influence of alcohol will be subject to school sanctions and parents will be contacted to take their child home immediately. The same rule applies for school visits/trips.

**Mobile Phone and Electronic Devices**

It is policy at Ysgol Uwchradd Caergybi that mobile phones and other devices that can be used to record and communicate electronically are not used during lesson time by pupils in year 7-11. Issues regarding security and pupil well-being are often compromised when mobile phones are allowed in class. Ysgol Uwchradd Caergybi is committed to ensure the very best education and care for all its pupils.

If a pupil is seen with a mobile phone or electronic device in class then all staff (teaching staff and non-teaching staff) will have the authority to challenge the pupil regarding this. The member of staff has the responsibility to deal with this as they see fit. This may; on some occasions mean that the device be confiscated until the end of the lesson or the end of the day. If a pupil is using the device to record in class then an Alert will be called for a member of the Senior Management Team or the Pastoral Team to remove the pupils from the class.

**Physical Restraint of Pupils**

“Safe and Effective Intervention- Use of reasonable force and searching for weapons.” Circular number 041/2010 gives any members of staff who have control of pupils on or off site if they have been so authorised by the Headteacher the right to exercise reasonable force to restrain a pupil. The school’s policy on Physical Restraint of Pupils is available to parents/carers upon request.

**Behaviour off school premises**

Whether a pupil is representing the school in a competition, on a school trip, having lunch off site (Key Stage 4 only) or travelling to and from school he or she is an ambassador of Ysgol Uwchradd Caergybi and should therefore make sure they behave with respect to the local community; failure to do this will result in the pupil being subject to schools behaviour sanctions.

**Racial Equality & Cultural Diversity**

The school is opposed to all forms of racism, including those forms that are directed towards religious groups and communities. The school’s policy on Racial Equality & Cultural Diversity is available to parents/carers upon request.

**Parents/Carers**

Promoting positive behaviour is more effective when all stakeholders including parents/carers work in partnership with the school to support pupils and maintain high standards of behaviour and in contributing to the policy through consultation.

Parents and Carers should take responsibility for their child's behaviour inside and outside the school and be assured that the school's procedures in managing behaviour are consistent and fair.

See Home School Agreement in Appendix C

**Training**

Ysgol Uwchradd Caergybi recognises that regular professional development on behaviour strategies is essential in maintaining a positive learning environment and will strive to ensure that staff have access to appropriate CPD as identified through self-evaluation and performance management reviews.

The school will strive to provide clear guidelines and professional development on: what to do in a disciplinary crisis, including guidelines covering intervention in fights or disputes between pupils; the use of physical restraint; sexist, racist and homophobic harassment; verbal abuse; and recording and logging incidents of poor behaviour.

**Monitoring and Evaluation**

If the policy is applied consistently amongst all parties involved then the school will have a positive and caring atmosphere. There will be purposeful interaction between all members of the school and it will be a place where staff and pupils will want to be. This success will manifest itself in the way the school is treated by those using it and how it is regarded by visitors.

The process of monitoring the policy is an important quality assurance process. The success criteria for the policy will include:

- KS3 results;
- GCSE results;
- The number of school detentions;
- A reduction in the number of pupils receiving internal and external exclusions and the number of days lost;
- Number of pupils permanently excluded;
- The number of lessons which when observed are judged to be good or outstanding;
- School Council discussion on behaviour in school;
- Improved Well-Being of staff;
- Workload impact assessed.

# Appendix A

## Pupil Code of Conduct

**Appendix B**

**Sanction Ladder**

**&**

**Detention Flow Chart**

## **Appendix C**

# **Home School Agreement**

## **Appendix D**

**When should the alert system be used?**

**Internal Exclusion Room Procedures**

**Behaviour Point Ladder**