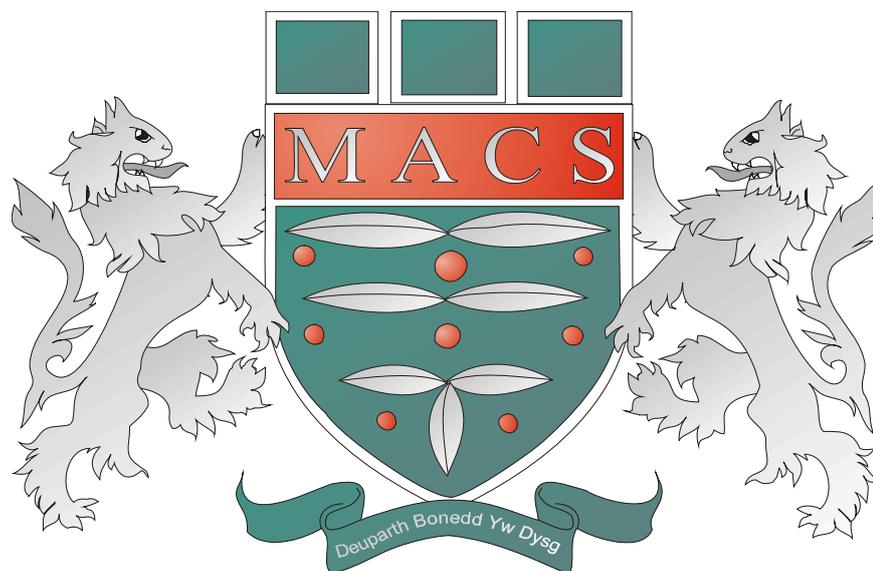


MOUNTAIN ASH COMPREHENSIVE SCHOOL



POSITIVE BEHAVIOUR POLICY

Signed _____ *P. James* _____ (Chair of Governors)

Date _____ 30 Jan 18 _____

Reviewed: January 2018
Next Review Date: January 2021

At Mountain Ash Comprehensive School we aim to create a welcoming, caring environment where relationships are based on mutual respect and where all members of our school community are valued and treated as individuals, within a culture of trust and openness.

We are committed to maintaining high expectations of good behaviour and see this as an essential contribution to effective teaching and learning as well as to the happiness and wellbeing of all. We are equally committed to limiting or removing barriers to learning in order to support and meet the needs of all pupils.

All pupils, staff, parents and other agencies have a role to play in ensuring that young people know what standards of behaviour are expected and in supporting them to make the right choices. We recognise that support and partnerships with parents and carers is vitally important in maintaining good standards of behaviour. Mountain Ash Comprehensive School encourages close links with parents and the wider community at all times.

Mountain Ash Comprehensive School is seen as a place that welcomes everybody.

This document builds on the good practice currently undertaken in the classroom and encourages a consistent approach and application.

Our aims:

At Mountain Ash Comprehensive School our aim is to reinforce good behaviour and foster positive attitudes so that everyone will:

- Behave in a reasonable manner at all times
- Show respect, courtesy and consideration for others
- Demonstrate self- confidence, self esteem and self discipline
- Demonstrate responsibility for their choices and actions
- Demonstrate a respect for their school environment
- Take pride in their achievements

Our objectives:

Pupils should:

- Treat others as they would like to be treated themselves i.e. fairly and with tolerance and respect for others' views and rights
- Show commitment to developing positive relationships
- Accept responsibility for their own choices and actions
- Show responsibility for their learning and their environment
- Show independence of mind and self-esteem
- Have an understanding and respect for school rules
- Discourage the poor behaviour of other pupils
- Engage themselves in building up a sense of community in school, including fostering the House Ethos.

Staff should:

- Treat all pupils equally, irrespective of race, gender, sexuality or religion
- Play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently

- Have a responsibility to model the type of behaviour felt to be acceptable
- Be alert to signs of bullying and racial harassment and deal firmly with such problems in line with school policies
- Deal sensitively with and listen to pupils in distress and deal with any incident appropriately
- Support each other in maintaining good classroom behaviour management

Unacceptable Behaviour:

- Threatening behaviour, violence and aggression to others, including bullying
- Non-compliance of reasonable instructions
- Foul language and swearing
- Damaging property
- Lack of respect, answering back, rudeness
- Stealing
- Truancy
- Racist comments/ discrimination/ sexism/homophobia and any other discrimination
- Deliberate disobedience/ persistent disruption
- Deliberate vandalism of school property

At Mountain Ash Comprehensive School, pupils and staff recognise that there are essential elements that lead to positive behaviour:

Shared Values

All staff will have a consistent approach to maintaining good behaviour through our shared values, with Senior Staff showing effective leadership and concern.

Pupils contribute by showing:

- Self-respect
- Self-discipline
- Honesty
- Courtesy and good manners
- Respect for others

High expectations of work and behaviour

Teachers will expect every child and young person to behave well, ensuring that positive behaviour strategies are employed and encouraging pupils to take responsibility for their own actions.

Pupils are expected to behave appropriately at school and to take responsibility for their actions.

Teachers will expect every child and young person to work to the best of their ability, ensuring that all pupils experience success and encouraging them to take responsibility for their own learning. Pupils should show perseverance and commitment towards their work, working to the best of their ability at all times and taking responsibility for their own learning.

Challenging Teaching and Learning

Teachers recognise that high expectations of themselves and of their pupils are essential in determining standards of behaviour.

A stimulating environment, presentation and range of materials which fully engage the pupil will develop positive classroom attitudes. The curriculum, whilst meeting the demands of the National curriculum and/or examination syllabi, is always designed to reflect the needs and interest of the pupils. Pupils will show developing independence of learning, curiosity and endeavour.

Creating a climate in which pupils feel secure.

We believe that pupils learn best if they are confident in their ability to achieve. A climate where each child feels secure and where self-esteem is allowed to develop is essential.

We believe it is very important to discover the source of unwanted behaviour. If we are unable to understand what is wrong, we may be able to change the behaviour and make some steps towards solving the child's problem.

Pupils should look for support from an adult in school if he/she experiences difficulties. All pupils are clear about the relevant sources of support available (Form Tutor, Progress Managers, Pastoral Support Officers, ALNCo and Learning Support).

Parental Involvement

Relationships and communication with parents and carers is essential and effective in dealing with inappropriate behaviour. Heads of Department/ Progress Managers/ Heads of Key Stage communicate concerns, but also improved performance and conduct.

Behaviour/ Work Issues in Class

There are clearly identified whole school procedures for managing behaviour in class. Where issues present themselves, staff need to follow the agreed procedures for managing behaviour/ recording concerns.

Each teacher is responsible for maintaining positive relationships and discipline within their classroom. Individuals have different styles of teaching but the teacher must be in control/ in charge. Pupils respect competence, fairness and genuine interest and are quick to detect their absence.

Staff have high expectations of pupils and are able to flag up issues or matters of concern on SIMS/Classcharts such as the following:-

- Low level disruption
- No book / equipment
- No homework
- Disrespectful
- Did not attend detention

Recording these concerns enables the school to have an overview of all issues pertaining to the progress of pupils.

Each member of staff should refer to the School Rules: **Ready, Respectful, Safe** to encourage pupils to behave well.

Should pupils fail to adhere to these expectations, there is a clear staged approach to sanctions for the class teacher and other staff to follow.

Low level disruption / not following basic classroom rules

1. Issue a verbal warning

Pupil has a short time to modify behaviour = No further Action.

No improvement in behaviour →

2. Write in planner

Pupil has a short time to modify behaviour = No further Action.

No improvement in behaviour →

3. Pupil is moved to another seat in the room

Pupil has a short time to move & modify behaviour = No further Action.

Refusal to move = B1 system + call for HoD to zone.

Pupil has moved but behaviour continues →

4. Pupil is zoned

Short detention issued by class teacher, then No Further Action

Refusal to be zoned = B1 system + call for Pastoral Support.

B1 System

The Head of Department will:

1. Place the pupil on departmental report for a fortnight (retain in dept.)
2. Issue a B1 letter (informing parents that pupil has chosen to continue poor behaviour).
3. Issue a departmental detention (with HoD).
4. Review the departmental report.

Consequences:

- If pupil attends detention and there is an improvement in behaviour = No Further Action.
- If pupil fails to attend detention and / or there is not enough improvement in behaviour = the departmental report is extended for another two weeks and the detention is still to be done.
- If behaviour has improved and detention has been attended, after the extra two weeks = No Further Action.
- If no improvement is seen after a month = B2

B2 System

The Progress Manager will:

1. Place the pupil on daily report for a fortnight.
2. Issue a B2 letter (informing parents that pupil has chosen to continue poor behaviour).
3. Issue a 20 minute detention (with PM and / or SLT).
4. Review the daily report.
5. Phone call to parents to inform them of the next steps.

Consequences:

- If pupil attends detention and there is an improvement in behaviour = No Further Action.
- If pupil fails to attend detention and / or there is not enough improvement in behaviour = the daily report is extended for another two weeks.
- If behaviour has improved and detention has been attended, after the extra two weeks = No Further Action.
- If no improvement is seen after a month = IBP (SLT informed)
- If behaviour has improved on the IBP after a 3-week monitoring period = No Further Action
- If no improvement is seen after the 3-week IBP monitoring period = B3

B3 System

The Head of KS3 or KS4 will:

1. Contact parents for a meeting in school to establish a PSP.
2. Contact RCT Behavioural Support Service.
3. Issue a 30 minute after school detention (with SLT).
4. Review the PSP.
5. Phone call to parents to inform them of the next steps.

Consequences:

- If pupil attends detention and there is an improvement in behaviour = daily report with PM for a fortnight.
- If pupil fails to attend detention and / or there is not enough improvement in behaviour = parents contacted again and SLT monitoring is extended for another four weeks.
- If behaviour has improved and detention has been attended, after the extra four weeks = daily report with PM for a fortnight.
- If no improvement is seen after the extra 4 weeks = isolation for 3 days.
- If no improvement is seen after isolation or failure to comply with rules of isolation = exclusion (possible managed move).

Exceptions to the above graduated system:

Although the first responsibility for managing behaviour lies with the class teacher, the school's procedures provide support. Once all the strategies at the class teacher's disposal have been implemented, the school's agreed procedures must be implemented.

Occasionally, when the pupil's behaviour is so extreme that immediate help is required- a Senior Member of staff or Pastoral Support staff should be contacted. For example:-

Major disruption = B1 (B1 procedures implemented automatically and pupil removed)

Fighting = B2 (B2 procedures implemented automatically and pupil removed)

Abusive language / threatening behaviour to staff = B3 (B3 procedures implemented automatically and pupil removed)

Behaviour support strategies

The school draws upon a wide range of behaviour support strategies to support pupils and to ensure that good teaching and learning can take place.

Time-out

A brief cooling off period outside the class can often calm a situation and allow the lesson to progress.

Some pupils are also issued with a 'time out' card which they carry at all times and when they need to, can show their teacher and remove themselves from a situation which is up-setting or may cause them to lose their temper.

It is important that:

- This is used sparingly.
- The Time-out period is usually for a period of no more than 5 minutes

Pupils can only be given a Time Out card by their Progress Manager/ Head of Key Stage

Zoning

Pupils who fail to modify their behaviour in class may be removed from the classroom by the Head of Department. It may be that the Head of Department chooses to 'zone' pupils within a neighbouring department, if it is not appropriate for them to remain within their own department. The zoning system works as follows.

Zone A	Zone B	Zone C	Zone D	Zone E
Drama French History Welsh	Geography RE Cover	Science	ICT WBQ Music	PE
Zone F	Zone G	Zone H	Zone I	

Art D&T	Food Textiles ICT rooms	English	Maths	
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Inclusion

The inclusion room is a further support strategy, where pupils spend time away from other pupils, either due to unacceptable behaviour or a need to have some 'quiet time' in order to reduce the risk of escalation of incidents. Inclusion is a classroom which has a range of current learning resources and several computers.

Pupils can only be placed into inclusion by SLT or Progress Managers. Parents are then contacted by the Pastoral Support to inform them of the decision to place their child in inclusion and the reasons why. Pupils are referred to inclusion for a time period appropriate to the behaviour issue. This may be as short a time period as an hour. Pupils are allowed time to reflect, discuss the situation with the Pastoral Support Staff and then they complete classwork provided by their teachers.

Pupils who are in inclusion have their breaks at a different time to the rest of the school. They are supervised at all times by Pastoral Support Staff or SLT.

The Cwtch

The Support Centre operates 'The Cwtch' which is a supervised room, where more vulnerable pupils can go, before school, at break and at lunchtime, away from other pupils. Pupils have to be given permission to access this room. Some pupils who have difficulties with their peers will be referred to the Cwtch, in order to avoid situations that could lead to disruptive behaviour.

Senior Staff Patrol/ on Call/ Code 4

There is a Senior Staff Patrol rota. Staff regularly walk around the school 'on patrol' and call into lessons to support staff by monitoring behaviour and by ensuring that good teaching and learning can take place and that all pupils are on task.

Where there are exceptions to the graduated Behaviour Support system, Senior staff are on call to support staff. A Code 4 call can be used where the following behaviour is demonstrated by a pupil:-

Major disruption = B1 (B1 procedures implemented automatically and pupil removed)

Fighting = B2 (B2 procedures implemented automatically and pupil removed)

Abusive language / threatening behaviour to staff = B3 (B3 procedures implemented automatically and pupil removed)

External Agency support

When necessary, effective liaison with external agencies supports the work that the school does to engage all pupils.

A clear system for behaviour support exists:-

- Behaviour issues are identified through the Behaviour Management system in SIMs/ Classcharts (B1, B2, B3)
- Persistent minor behaviour issues, or single serious behaviour concerns are logged on the SIMs/ Classcharts system. Pupils may be placed on monitoring sheets at departmental, Year group or Senior Staff level
- Failure to improve on a monitoring sheet or persistent behaviour issues will invoke further action; for example, an Individual Behaviour Plan may be drawn up with parent(s)/ guardian(s) and the pupil concerned, or a Risk Assessment may be devised to help staff to more effectively manage the behaviour of an individual pupil. Additionally the use of a modified curriculum/timetable may be used to help a child to improve
- Further interventions will be made if a pupil fails to improve following a Behaviour Plan, which may include a Pastoral Support Plan or a referral to Behaviour Support

Pupils in danger of **Permanent Exclusion** will be closely monitored by the Progress Manager(s) and Behaviour Support teacher (LA) to ensure that :-

- All stated support is in place
- Parents are met to explain the gravity of the situation.
- A range of strategies has been employed to help to support a change in behaviour including referrals for any relevant external support
- Everything is in place to avoid permanent exclusion, including exploring a managed move as an alternative

Behaviour Problems in Class

There are clearly identified whole school procedures for managing behaviour in class. Where issues present themselves, staff need to follow the agreed procedures for managing behaviour.

Each teacher is responsible for maintaining positive relationships and discipline within their classroom. Individuals have different styles of teaching but the teacher must be in control/ in charge. Pupils respect competence, fairness and genuine interest and are quick to detect their absence

Each member of staff should refer to the School Rules: **Ready, Respectful, Safe** to encourage pupils to behave well. (See Appendix 1)

Behaviour Problems Out of class

There are clearly identified whole school procedures for managing behaviour in class. Where issues present themselves, staff need to follow the agreed procedures for managing behaviour.

Each member of staff should exercise control and direction of pupils where this is necessary in out of class situations arising in and around the school e.g. movement in corridors, excessive noise, disorderly conduct, loitering.

Where more serious problems arise e.g. truancy, vandalism, smoking, fighting or insolence arising from confrontation, members of staff should:-

- Take what immediate steps are possible to counter the problem
- Establish the identity of the pupils
- Inform the Progress Manager/ Pastoral Support staff
- Prevention is better than cure and staff are required to be on duty on time to discharge their supervisory duties as efficiently as possible

School uniform

The maintenance of the necessary standard of uniform and general appearance is firstly the concern of the Form tutor. Pupils who fail to conform after reasonable requests should be brought to the attention of the Progress Manager.

Supporting Good Learning: Roles and Responsibilities

All members of staff are responsible for

- Modelling Positive Behaviour
- Developing Positive Relationships
- Positive Reinforcement of Classroom Rules for Learning
- General Behaviour around school

Form Tutors are responsible for:-

- **Getting Pupils Ready For Learning:** The Form Tutor is **key** in setting the standards and expectations for the school day. They are critical in ensuring that pupils attend regularly, arrive at their lessons positively, and on time, wearing the correct uniform and with the necessary equipment.
- **Positive reinforcement of school rewards** – the SIMS homepage/Classcharts page can be set up to show the number of Achievement points that pupils in the form are achieving. Form tutors should celebrate these with pupils and encourage pupils to gain further
- **Attendance** – praise pupils with good or improving attendance and make clear the links between good attendance and good attainment on a regular basis with pupils in the form group. Make clear the links to rewards. Attendance concerns should be passed on to the Progress Manager and could result in pupils being interviewed by the AWO
- **Uniform and Equipment** – Progress Managers and SLT will periodically run uniform and equipment checks, asking for pupils not in the correct uniform, or not having the right equipment. Providing that a parent can be contacted then they will be asked to have uniform brought to school. In extreme cases, pupils will be placed in the Inclusion area for a period of time.

Class Teachers are responsible for:-

- Implementing positive behaviour management in the classroom
- Implementing appropriate sanctions
- Logging behaviour concerns and referring more challenging behaviour/ persistent poor behaviour to the Head of Department

Heads of Department are responsible for:-

- Supporting the class teacher with more challenging pupils
- Developing strategies in liaison with class teachers for dealing with challenging behaviour
- Overseeing the behaviour of pupils across the department
- Referring pupils on to the relevant Progress Manager where there are more serious concerns or where Departmental behaviour monitoring has not had sufficient impact on helping the pupil to modify his/her behaviour

Progress Managers are responsible for:-

- Supporting colleagues to apply consistent behaviour management strategies
- Developing strategies in liaison with departments with for dealing with difficult and challenging behaviour
- Meeting with parents and external agencies
- Monitoring pupils across the Year group
- Collating and review information on pupils
- Supporting the implementation of IEPs/ IBPs
- Exploring all support available
- Making use of the Inclusion area as an alternative to fixed term exclusion
- Meet with pupils returning to school following exclusion
- Referral to Alternative Provision such as Ty Gwyn/ EOTAS
- Referral to ALNCo for ELSA/counselling/ specific interventions
- Referral of more serious cases to Heads of Key Stage

Pastoral Support Officers are responsible for:-

- Modelling positive Behaviour
- Developing Positive relationships with Pupils and parents
- Positive reinforcement of the Classroom Rules for Learning/ expectations
- Investigating incidents of conflict/ poor behaviour
- Attending relevant meetings with parents/ pupils and/or other agencies
- General behaviour around school
- Referrals to Inclusion
- Supporting the implementation of IEPs.
- Supporting the implementation of PSPs
- Liaising with SLT on individual pupils

Heads of Key Stage are responsible for:-

- Monitoring, evaluating and reviewing behaviour strategy
- Developing the overview of pupil progress/behaviour
- Liaising with Progress Managers, Pastoral Support Officers, ALNCo ,LSAs and external agencies including Behaviour Support
- Making recommendations to the Headteacher re: exclusions
- Liaising with parents

Deputy Headteacher is responsible for:-

- Monitoring, evaluating and reviewing behaviour strategy
- Liaising with Heads of Key Stage in order to develop an overview of pupil progress/behaviour
- Liaising with parents where appropriate
- Liaising with the Headteacher

Headteacher is responsible for:-

- Monitoring, evaluating and reviewing behaviour strategy and liaising with the Deputy Headteacher / Heads of Key Stage in order to develop an overview of pupil progress/behaviour
- Meeting with governors, parents, and Local Authority
- Exclusion

Promoting Achievement/ Positive Behaviour

Our rewards system is a very important part of our Positive Behaviour Policy. We do not want a school system based solely on sanctions.

The whole school rewards system is based on pupils being rewarded for good attendance, positive attitude to learning, good behaviour, and contribution to school life.

(See Appendix 2)

Racist homophobic remarks

There is a separate Equal Opportunities Policy

Bullying

There is a separate anti-bullying policy, which is reviewed in conjunction with Student Council.

Monitoring

This policy is reviewed regularly. Staff have been consulted extensively on the staged sanctions system and the rewards system, with wide membership of a Working Party during 2017.