

# West Monmouth School



## Behaviour Policy

Updated: January 2022

CoG Signature:

## Rationale:

West Monmouth School is committed to supporting the emotional health and wellbeing of pupils and staff. The school has a duty to its pupils, staff and the community to create an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable behaviour. In order to ensure that high quality learning can take place in every lesson every day, all possible steps must be taken to ensure that poor behaviour cannot take learning or learning time away. **We are implementing a new behaviour system 'Ready to Learn' for pupils in Years 7-11 from June 2021.**

## The aims of Ready to Learn are:

1. **To eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted.
2. To create a **calm, positive and supporting learning environment** to support the wellbeing of pupils and staff.
3. To provide **clarity for staff and pupils** about acceptable behaviour and the consequences of misbehaviour.
4. To encourage **pupils to take responsibility** for their own actions.
5. To enable teachers to **deliver engaging and creative lessons**, experiment and take risks, without concern for behavioural consequences

## In order to achieve this, teachers will:

- Create a stimulating environment to motivate and inspire pupils.
- Endeavour to form respectful relationships with all pupils.
- Promote high expectations at all times.
- Employ the Ready to Learn policy consistently and fairly through the use of the Ready to Learn Staff handbook.
- Maintain a positive approach to discipline, encourage excellent attitudes to learning, accept apologies and always offer pupils a fresh start.

## Ready to Learn- Classroom Rules:

These rules were created in consultation with the pupil voice forum

**Arrive on time** – within 5 minutes of the bell.

**Show respect** – for all members of our community.

**Follow instructions** – promptly without debate.

**Listen in silence** – when teacher / peers are speaking.

**No eating & drinking** – water is allowed with permission.


**No phones** – in classrooms or corridors.


**All** phones must be off, in bags, and completely out of sight in every corridor and classroom.


Phones can be used outside, and in the canteen / wet rooms during break and lunch only


(confiscated phones will need to be collected **by parents at the end of the school day and not pupils**)


## Ready to Learn- Process:

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- If a pupil breaks a rule in the classroom, they will be given a warning and their name will be written on the board. A behaviour point will be logged on Class Charts.

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- If a pupil breaks a rule for a second time, they will be sent directly to the Ready to Learn room (R2L), where they will remain for 5 lessons, including lunchtime and break time, and will remain after school that day for a 30 minute detention. A second behaviour point and a removal will be logged on Class Charts.

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- Pupils have **5 minutes** to arrive at the R2L room. If a pupil takes more than 5 minutes they will receive a warning and additional time in the R2L room.

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- The member of staff who sent them to R2L will visit them at some stage during the day (this could be between 3:00 – 3:30) to undertake a restorative conversation and explain the issues that arose in the lesson before the pupil returns to lessons.

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- Parents/carers will be informed via text if their child has been sent to R2L and that they will be kept in detention that afternoon until 3:30. Parent/carers may need to make alternative transport arrangements for the pupils. If there are any issues parents are to contact the school on receipt of text.

## Ready to Learn- Inside the R2L Room:

- Upon arrival, pupils will immediately have time to read the rules of the Ready to Learn room so that they are clear of expectations whilst there.

- Pupils will then read in silence for 30 minutes as a clam down strategy. Reading books will be given to pupils who do not have a book.

- After reading time, pupils will complete an R2L incident record form so they have an opportunity to reflect upon and to give their views on the incident which brought them into the room. Pupils will then follow work from normal lessons or continue to read if classowrk is completed.

- If a pupil breaks any of the rules in the R2L room, they will be given a warning on the board. If the pupil receives a second warning, parents will be immediately phoned to come to the school or to speak to their child. Further issues from this point this will lead to a fixed term exclusion.

- If a pupil is excluded for poor behaviour in the R2L room, a re-admittance interview will be organised and, on return to school, they will be placed in the R2L room for the first day to show that they are 'Ready to Learn'.

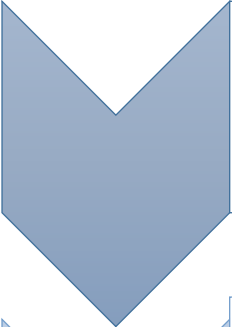
R2L Room Rules	R2L Break & Lunch Rules
<ul style="list-style-type: none"> <li>• No contact with pupils outside of the R2L room</li> <li>• Phones switched off and inside bags.</li> <li>• Uniform to be worn correctly</li> <li>• Follow teacher instructions without argument</li> <li>• No heads on desks</li> <li>• No communications with other students or silly noises</li> <li>• Complete all work that is provided (Ask for help if this needed)</li> <li>• Laptops to only be used with authorisation from staff</li> <li>• No eating or chewing</li> <li>• No graffiti in books</li> <li>• No ripping up or destroying paper/work</li> </ul>	<ul style="list-style-type: none"> <li>• No contact with pupils outside of the R2L room</li> <li>• No food to be eaten outside of the R2L room</li> <li>• Pupils will go for break and lunch <u>after</u> pupils on normal break and lunch</li> <li>• Pupils must remain in the seat</li> <li>• Pupils must eat and drink at their desk</li> <li>• No inappropriate language</li> </ul>

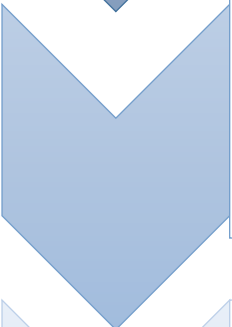
## Red Card Detentions:


The processes described above deal with classroom based behaviour issues. Red Card Detentions are given for issues occurring outside the classroom such as:


- Arriving late to school (After 8:25.)
- Incorrect uniform or equipment.
- Incidents of poor behaviour at social times such as running indoors, shouting indoors, pushing/shoving, inappropriate language or attitude, dropping litter/throwing food or damaging school property.

### The Red Card Process:

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- If a pupil breaks one of these rules, an adult will tell them that they have a "Red Card Detention".

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- The pupil must go to the Red Card detention room (N13) and serve a 10 minute breaktime detention at the start of the next break-time. If the pupil is unsure whether they have a red card detention, the detention section of Class Charts can be checked under, 'Red Card Detentions'. It is the responsibility of the individual staff member to complete the central 'Red Card Detention' Class Charts correctly.

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- If the pupil does not attend Red card detention after two opportunities then their parents will be text and they will complete a 30 minute detention that evening in the Ready To Learn Room. If the pupil does not go to the detention they will then complete a full day in the Ready to learn room the following day and stay until 3:30.

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- Parents will be informed via text if a pupil has missed the Red Card detention and that they will be staying after school that evening.

## Additional Sanctions:

Subject teachers and faculties may also issue detentions for incomplete class or homework.

## Additional Learning Needs:

West Monmouth School is highly committed to the principles and values outlined in the United Nations Convention on the Rights of the Child. We also recognise and respond to the duties placed on schools under legislation and guidance such as the Equality Act. Therefore, we understand that a minority of pupils who may display more challenging behaviours as a result of possible adverse childhood experiences, (ACES), learning difficulties, disabilities or a combination of these and so will require reasonable adjustments to the processes described above to be made. Using person-centred approaches, these adjustments will be specific to the individual and consider a graduated response but examples of support may include;

- Additional pastoral support (pastoral support plans/enhanced behaviour tracking)
- One-page profiles which include examples of how best to support the individual
- Adjusted curriculum to include appropriate internal interventions (e.g Well Being, Social Skills)
- External agency referrals which may also lead to an adjusted curriculum, (e.g Inspire to Achieve; Torfaen Outreach, Local Authority Educational Psychology Service, Youth Service, Youth Offending Service; School Police Liaison Officer)
- Individual Development Plans
- Short term modified days

## Pupil Rewards:

Praise plays a very significant part in improving behaviour for learning. Recognising achievement in various high-profile ways at classroom, year group and whole school level has a significant positive impact on the behaviour of pupils. Pupils who try their best, produce excellent work, show kindness, are helpful or display other positive behaviours will be awarded achievement points. Pupils will be able to "Cash in their points" to claim a number of different rewards, such as experiences, trips, etc. The school will be continually developing what we can offer.

<b>Rewards</b>	<b>Purpose</b>
Rewards for High Levels of Attendance, on a Half Termly basis, in conjunction with lesson by lesson rewards awarded through Class Charts system.	To promote the importance of good attendance, punctuality and attitude to learning
Year Group Assemblies/Achievement Assemblies	To promote recognition of a variety of qualities.
Use of school Facebook page to recognise achievements.	To celebrate publicly
School Presentation Evenings	To highlight student's achievements for a wider audience

Praise postcards, letters, texts and phone calls home	To promote positive attitudes to learning through tangible rewards.
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## Wellbeing Support:

The rules for classroom behaviour at West Monmouth School apply to all students. However, we recognise that poor behaviour is often symptomatic of wellbeing needs and so Class Charts data will be monitored regularly to identify pupils in need of additional support and to 'diagnose' the interventions required according to the graduated response outlined below:

	Stage 1	Stage 2	Stage 3	Stage 4
<b>Entry Criteria</b>	30 Behaviour points in a half term	45 Behaviour points in a half term  Stage 1 interventions not successful  Exclusions	2 periods of 6 weeks of unsuccessful intervention.  Exclusions	Unsuccessful in previous 3 stages  Exclusions
<b>Typical Provision</b>	Form Teacher parental contact  Form tutor behaviour report checked daily.  HOL to compile targets informed by Class charts  Form tutor check-ins in assembly time with pupils in stage 1.	HOL parental meeting  HOL behaviour report checked daily  Small group behaviour intervention with wellbeing staff.  Motional Snapshot and follow up sessions  IDP in place and shared with staff with 3 clear targets informed by information on class charts.	SLT parental meeting  Behaviour contract agreed  SLT monitoring report daily  Involvement of Alnco  Referral to Ed. Psych.  Referral to other appropriate agencies.	Behaviour panel parental meeting with GB representative  PSP agreed  Appropriate intervention eg.  Modified TT  Modified day  Alternative curriculum pathways  Managed move
<b>Review Timescale</b>	6 weeks (4 report, 2 monitoring)	6 weeks (4 report, 2 monitoring)	6 weeks (4 report, 2 monitoring)	Termly review or in response to behaviour incidents

<b>Exit Criteria</b>	HOL decision Reduced behaviour points	Less than 30 behaviour points in 6 weeks	Less than 30 behaviour points in 6 weeks	Agreed on case-by- case basis.
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## Exclusions:

Exclusion from school whether fixed term or permanent is a last resort, and will only be considered in dealing with serious offences where the wellbeing and /or safety of individuals or the school community has been placed at risk; or where all other available sanctions have failed.

In order to ensure all exclusions are upheld by Governors and the LA., it is essential that the school can demonstrate that the procedures have been correctly followed and are 'fair and unprejudiced'. If procedures are not clear and adhered to by all staff the Governors, the LA or an Appeals Panel may overturn the Headteacher's decision

All exclusions will be issued in accordance with Welsh Government Guidance.

### Fixed Term Exclusions.

Pupils can only be formally excluded by the Headteacher or another senior leader in their absence. The length of exclusion will be determined by the seriousness of the offence but will be the pupil's safety and the impact on their learning will always be considered.

The Senior Leader is responsible for contacting parents by telephone and ensuring a formal exclusion letter is sent home in line with Welsh Government guidelines. They will also liaise with wellbeing staff to ensure that all internal and external records are updated as necessary. Heads of Learning will be responsible for ensuring that appropriate work is provided for pupils if the period of exclusion is greater than 1 day.

Examples of behaviour which could result in a permanent exclusion from school include but are not limited to:

- Repeated disruptive behaviour
- Refusal of the Ready to Learn sanction
- Refusal to follow instructions from senior staff
- Use of abusive language to staff
- Violence or threatened violence towards another pupil
- Bullying
- Bringing an illegal substance onto school site or using an illegal substance onto school site.

### Governor Disciplinary Committee:

Pupils who accumulate 10 days or more of exclusions within one term are deemed to be at risk of permanent exclusion and so, along with their parents / carers, will be required to appear before the Governors Disciplinary Committee. Both pupil and parents/ carers will be required to agree to and sign a behaviour contract.

## Permanent Exclusions:

Only the headteacher can make the decision to permanently exclude a pupil from the school. The decision must be upheld by the Governors pupil disciplinary panel and may also be appealed at LA level.

The decision to permanently exclude a pupil can be made in response to a serious one-off incident which threatens pupil/staff wellbeing and/or safety, **or**, as a result of serious ongoing behavioural concerns. In the latter instance, the school must demonstrate that all possible support has been put in place to assist the pupil in modifying their behaviour.

Examples of behaviour which could result in a permanent exclusion from school include but are not limited to:

- Serious actual or threatened violence against another learner or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Use or threatened use of an offensive weapon.

