



Ysgol Uwchradd Y Frenhines Elisabeth
Queen Elizabeth High School

SCHOOL BEHAVIOUR POLICY

POLISI YMDDYGIAD YSGOL

OUR GOAL

Our goal is to ensure success for every child.

This will be achieved by:

1. Creating a positive environment in which learning can flourish,
2. Responding appropriately and effectively to poor behaviour so that effective learning and teaching takes place,
3. Being ambitious in our work and having confidence in each child's capacity for success,
4. Ensuring that relationships between all members of the School are productive.

SCHOOL BEHAVIOUR

In order to fulfil our goal, we aim to:

1. provide a positive, supportive and safe environment for pupils and staff to work in;
2. encourage pride and respect for the school and uphold its good name at all times;
3. promote care and consideration for others.

To support these aims:

- Our school policy is based upon consultation with staff, pupils and parents and this promotes understanding and acceptance by the whole school community.
- Our school policy is positively stated. A set of practicable and enforceable School Rules have been agreed. These are supported by procedures for the balanced administration of rewards and consequences to encourage good behaviour.
- Effective communication of our policy will be ensured by the regular issue of information detailing our policy to all staff, parents and pupils.
- The implementation of our policy will be monitored and regular evaluation undertaken to allow us to develop and respond to the changing needs of our school.

Date established by Governing Body: 31/01/08

Reviewed on: 11th December 2013

Next review date: December 2014

CLASSROOM MANAGEMENT

A Pupil's Responsibility

Pupils are expected to obey a simple set of rules.

Pupils should:

Be courteous, considerate and hard working;

Arrive on time to lessons and enter/leave the room quietly;

Remain in their seats unless asked to move;

Come to lessons prepared to work, be properly equipped and wear the correct uniform;

Answer and speak at appropriate times during lessons;

Listen to and follow instructions the first time they are given;

Respect people's work and property;

Not use foul language or any form of violence;

Ensure that any mobile phone or electrical device does not interrupt learning and teaching.

A Teacher's Responsibility

Teachers should ensure that pupils conduct themselves in an orderly manner whilst on the school site;

Teachers must manage low level disruption within their own classroom/department. Only serious incidents should result in a pupil being referred to a member of the LG. If a teacher requires support to manage an incident, (s)he should send a message to the main reception. The reception staff will then contact the LG member on call. Any behaviour incident should be recorded in the behaviour module in SIMS by the class teacher.

Teachers should also record achievement awards in SIMS.

A Leadership Group's Responsibility

Members of the Leadership Group will provide support when low level disruptive behaviour is becoming more serious. The LG member dealing with the incident will record the consequence and details in SIMS.

Managing Behaviour

Members of staff will always aim to de-escalate a situation of conflict and strive to restore calm during incidents of confrontation or conflict involving members of staff and pupils or pupils and their peers. Staff should only attempt to deal with an issue when calm is restored and conversations can take place in a calm, orderly and respectful manner. We will always endeavour to avoid pupil restraint whilst ensuring safety. Staff must forward to the Headteacher a record of any incidents involving physical contact with pupils.

Behaviour has been classified into three levels. Within each level there are a range of consequences which may be applied according to the teacher's professional judgment of the circumstances. However, writing the pupil's name on the board may be a reasonable response to alert him/her to their unsatisfactory behaviour. No further action is needed if the pupil heeds this warning.

BEHAVIOUR LEVEL 1

LEVEL 1 – To be dealt with by the teacher individually without onward referral

INCIDENT (in class)	CONSEQUENCES
No equipment	Entry in planner by Subject Teacher
Lack of work / effort / homework	Confiscation of item (forward to reception in marked envelope)
Disturbing lesson or others	Detention at teacher's discretion (maximum 15 minutes)
Unreasonably late to lesson / registration	Punctuality report
Wearing jewellery / incorrect uniform	Removal from room – maximum 5 minutes
Use of mobile phone during lessons (unless with explicit and specific permission of teacher)	
Others	

LEVEL 1

INCIDENT (out of class)	CONSEQUENCES
Dropping litter	Reprimand
Running / shouting in corridor	Detention at discretion of member of staff
Out of bound areas	Entry in planner
Wearing jewellery	Confiscation of item (forward to reception in marked envelope)
Incorrect uniform	Removal from room – maximum 5 minutes
Others	

BEHAVIOUR LEVEL 2

INCIDENT (in class)	CONSEQUENCES
Repeated Level 1 infringements Failure to attend detention 1 Refusal to comply with reasonable requests (e.g. move seat, remove coat, hand over phone, refusal to remove jewellery) Abuse of equipment Chewing Gum	Whole school detention Work in isolation Departmental detention at teacher's discretion Notify parents (planner/telephone)

INCIDENT (out of class)	CONSEQUENCE
Inappropriate conduct outside classroom e.g. fighting, throwing items, graffiti, spitting Bullying Repeated Level 1 infringements	As above

BEHAVIOUR LEVEL 3

INCIDENT (In Class)	CONSEQUENCES
Repeated level 2 infringements	HOL detention
Persistent bullying	After school detention
Failure to attend departmental detention	Fixed term exclusion
Verbal / Physical abuse towards staff/pupils	Fixed term ban on the use of internet/computers (withdrawal of username and password)
Serious disruption	Use of on – call system
Failure to attend After School Detention	Internal exclusion
Inappropriate use of ICT	Place on behaviour report
Persistent refusal to cooperate	
Others	

INCIDENT (Out of class)	CONSEQUENCES
Repeated level 2 infringements	Request LG support
Verbal / physical abuse towards staff/pupils	Internal withdrawal from lessons
Persistent bullying	Fixed term exclusion/Permanent exclusion
Major fighting equal to assault	Involvement of outside agencies
Damage to property	Confiscation of item
Possession of weapon/illegal substances	Record on SIMS
Refusal to leave out of bounds areas	After school detention
Indecent images on electronic media	Place on behaviour / attendance report
Smoking	Notify parents
Truancing	
Theft	
Others	

ACHIEVEMENTS

Pupils are rewarded for positive behaviour and excellent achievement by issuing 'Achievement Awards'. These awards are recorded in SIMS and may be entered by any member of staff

POINTS	ACHIEVEMENTS
10	Exceptional effort during lesson
10	Exceptional work during lesson
30	100% attendance per half term
20	95% and above attendance per half term
10	Per excellent 'effort' (grade 1) on Interim report
10	Rep on student council (Loyal, regular attendance)
10	Rep on eco group (Loyal, regular attendance)
10	Per attendance at any Extra Curricular or Out of Hours Enrichment Activity
40	Participation in Eisteddfod (School and Urdd)
10	Per week for general involvement in sporting activities i.e. practices/training/games
40	Per major drama/musical performance
40	Outstanding contribution to school team
20	Good citizenship
10	Exceeding Global Grade

ANTI-BULLYING POLICY

It is a basic entitlement of all our children that they are educated in an environment which is safe, comfortable and free from humiliation, oppression and abuse. Queen Elizabeth High School offers an atmosphere which is caring and protective and instances of bullying are rare and short-lived.

Nevertheless, bullying is a regrettable feature of all schools and it is important that mechanisms are in place to deal appropriately with instances as they occur. The following sets out the school's policy.

1. THE NATURE OF BULLYING

(a) Definition

Bullying is the wilful, conscious desire to hurt, threaten or frighten another.

(b) Manifestations

1. Name-calling, including offensive nicknames, reference to personal attributes, comments on sexuality.
2. Teasing.
3. Taunting.
4. Racial and sexual harassment.
5. Intimidation.
6. Extortion.
7. Physical assault.
8. Threat.
9. Exclusion from the social group.
10. 'Cyber-bullying'.

(c) Victim Responses

1. Withdrawal.
2. Depression.
3. Physical symptoms (headache, stomach pains etc.).
4. Absence from school.
5. Avoidance of specific lessons or activities.
6. School refusal.
7. Run away from home.
8. Sudden and unexplained failure in schoolwork.
9. Desire to remain with adults.
10. Loss or damage to clothes and personal equipment.
11. Physical injury.
12. Self-harm.

2. THE SCHOOL'S RESPONSE

- (a) Staff should look out for the symptoms described in 1(b) and 1(c) and report these to the relevant Head of Learning.
- (b) The 'informal' areas of the school (yards, corridors, toilets etc.) should be fully supervised in accordance with the published rota.
- (c) Year 12/13 students will be encouraged to seek out incidences of bullying and to refer these to appropriate staff. Formal guidance will be given to assist in this process.
- (d) Directly observed incidents should be referred to the Head of Learning and not dealt with summarily.
- (e) Year meetings will consider specific instances of bullying and seek to identify any underlying patterns or trends.

- (f) Year meetings will review the school's policy in response to bullying and advise on possible changes.
- (g) New admissions to school during the year often feel insecure and nervous when starting at the school. A reliable and responsible pupil from within the form will be chosen to act as a 'buddy' for each new pupil.

3. RESPONSE TO SPECIFIC INSTANCES

- (a) The response will need to be immediate.
- (b) The coordinator of the response will be the Head of Learning or in an extreme case the relevant member of the Leadership Group.
- (c) The alleged victim should record the events in writing.
- (d) The alleged bully should record the events in writing.
- (e) The teacher/HoL/LG should record the discussions with both parties.
- (f) Parents of alleged victim and alleged bully will be invited to school to discuss incidents and underlying causes with senior staff. This will occur at the discretion of the relevant member of LG – clearly it will not occur when incidents are trivial or uncommon.
- (g) The Head will decide if a case of bullying merits exclusion as part of a response to a serious incident.

4. THE ROLE OF PERSONAL AND SOCIAL EDUCATION

There is a structured and coordinated programme of personal, social and health education for each year group, including years 12 and 13. Elements of this programme are delivered through the 'Meddwl 'Mlaen' scheme in key stage 3.

Bullying is included as a topic in all year syllabuses but particular emphasis is given to Year 7. A combination of published and school produced material is used to achieve the following aims: -

- (a) Raise awareness of the nature of bullying.
- (b) Inform pupils of the structure that exists within the school to help them in bullying situations.
- (c) Develop a culture in groups to reject bullying.
- (d) Develop individual coping skills.

5. THE ROLE OF PARENTS

It is the school's policy to involve parents in developing strategies for tackling bullying. These will include: -

- (a) Special open meetings to discuss broad general issues, raise awareness and review progress.
- (b) Information to parents about the school's policy for dealing with bullying.
- (c) Meetings organised by the Parents and Friends Association to improve understanding and cooperation between parents and school.
- (d) Discussions with individual parents regarding particular problems. It is the school's policy to welcome a parent at any time to discuss issues of concern.

6. STAFF DEVELOPMENT

This will include:

- (a) Use of staff meetings to review the school's policy.
- (b) Individual training in order to identify and deal with problems associated with bullying.

HOME-SCHOOL AGREEMENT

Our home-school agreement is based on the premise that parents play a crucial role in helping their children learn. It provides the framework for an effective partnership.

The DfES's "*Home-School Agreements: Guidance for schools*" says:

"The home-school agreement is a statement explaining the school's aims and values; the school's responsibilities towards its pupils who are of compulsory school age; the responsibilities of the pupils' parents; and what the school expects of its pupils."

It points out that governing bodies need to take reasonable steps to make sure that parents sign the agreement, unless there are special circumstances which would make that inappropriate. Pupils can also be asked to sign if the governing body feels they have sufficient understanding of the content as it applies to them.

The agreement includes all the following aspects which appear in the prospectus:

- The school's aims and values
- The school's responsibilities in relation to pupils of compulsory school age
- Parents' responsibilities
- The school's expectation of its pupils
- The standard of education
- The ethos of the school
- Regular and punctual attendance
- Discipline and behaviour
- Homework
- The information that schools and parents will exchange

The policy should also commit the school to providing good nutritional standards, where this is relevant.

This agreement encapsulates our belief that parents are a child's first and most important educators. It is designed to help achieve the highest possible standards of achievement through close communication and effective partnership with parents.

This agreement relates most closely to the homework, pupil discipline and registration policies. It impacts on our approach to the prospectus and the annual report to parents. It is also relevant to many other school policies such as assessment, nutritional standards, racial equality, target setting, and teaching and learning.

The Headteacher will ensure that the home-school agreement and other significant communications with parents and pupils are reviewed regularly in consultation with parents, pupils, staff and governors. Methods of consultation will include:

- Parent forums and informal discussion at open evenings
- Surveys
- School council meetings and circle time
- Telephone contacts
- Staff meetings

In addition feedback will be sought from parents on the effectiveness of:

- The prospectus
- The annual report to parents
- The annual parents' meeting when held
- Newsletters
- Reports of pupil achievements

Where parents do not read English, translations will be produced or the contact will be oral.

With guidance from the Headteacher the Governing Body will be involved in the consultation process, such as by helping to draft, carry out and collate surveys.

Reports of the consultations and surveys will be reported annually to the whole Governing Body. Where appropriate, action points will be carried forward to the school improvement/development plan.

OUR HOME-SCHOOL AGREEMENT

We all need to know how best we can work together to fulfil our school's goals. Our Home-School Agreement helps us to do this. It is divided into three sections setting out the promises made by the school, by pupils and by parents.

1. The school promises to:

- Provide a broad, balanced education;
- Have high expectations, helping pupils to achieve their potential;
- Keep high standards of teaching, support and guidance;
- Set regular and appropriate homework;
- Mark and monitor work regularly;
- Provide written and verbal reports about progress;
- Make opportunities to discuss progress, including Parents' Evenings;
- Provide pupils with a safe, well-disciplined working environment;
- Encourage pupils to have a good, responsible attitude towards their health;
- Offer a wide range of activities outside the classroom;
- Deal quickly and properly with any matters of concern and, where appropriate, refer matters on to other agencies;
- Make every effort to protect the identity of children.

2. Pupils promise to:

- Attend school regularly and be punctual at all times;
- Work with concentration and effort;
- Complete homework on time and to the best possible standard;
- Bring the appropriate basic equipment to lessons;
- Wear the correct school uniform;
- Share responsibility for the school environment;
- Keep to the school rules and behave responsibly when in school or travelling to and from school;
- Look after school property;
- Remain on school premises during school hours unless given permission to leave;
- Treat all members of the school community as well as the school environment with consideration and respect.

3. Parents/carers promise to:

- Ensure good standards of attendance and punctuality and inform the school promptly about any reasons for absence;
- Avoid taking holidays during term-time;
- Encourage and support homework;
- Supervise homework and provide suitable conditions for it;
- Read, check and sign the Planner every week;
- Attend Parents' Evenings and school functions;
- Make sure that proper school uniform is worn;
- Provide basic equipment such as a well-stocked pencil-case, dictionary and calculator and make sure they are brought to school;
- Make sure that items such as ingredients for practical lessons and P.E. kit are available when needed;
- Make sure that lost or damaged books and equipment are replaced;
- Support the school's policies;
- Where appropriate, inform the school of any concerns about a child's behaviour out of school;
- Inform the school promptly of any changes in home circumstances.

This document will be included in the Pupil Planner which Parents/Carers, pupils and form tutors are asked to sign.

EXCLUSION POLICY

A DECISION TO EXCLUDE

1. A decision to exclude a pupil should be taken only in response to serious breaches of our school's behaviour policy.
2. Only the head teacher can exclude a pupil. If he is absent from school, then the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the head's absence.
3. A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the child and should normally be used as a last resort. There will, however be exceptional circumstances where, in the head teacher's judgement, it is appropriate permanently to exclude a child for a first or one-off offence. These might include:
 - serious actual or threatened violence against another pupil or a member of staff;
 - sexual abuse or assault;
 - supplying an illegal drug;
 - use or threatened use of an offensive weapon;
 - serious threat to the safety of the school community (including arson)
4. In most cases it would be appropriate to inform the police if it is thought that a criminal offence has taken place. There may be cases where this approach is appropriate for pupils excluded for a fixed-period. Consideration should also be given to whether or not to inform other agencies, e.g. Youth Offending Team, social workers, etc.;
5. These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community;

The decision will be communicated to the parent/carer as soon as possible, and an official letter will be sent to that effect.

ACTION FOLLOWING EXCLUSION

For a fixed-term exclusion of five days or fewer:

The parent/carer and pupil are informed with written notification being given to both within one day [copied to the Chair of the Governing Body and LEA]

For a fixed-term exclusion of between 6-15 school days:

The parent/carer and pupil are informed with written notification being given to both within one day [copied to the Chair of the Governing Body and LEA]

If parents/carers and/or the pupil request it, a meeting of the Governing Body's Pupil Disciplinary and Exclusion Committee will be convened at the earliest opportunity in order to review the headteacher's decision.

For a fixed-term exclusion of more than 15 school days:

The parent/carer and pupil are informed with written notification being given to both within one day [copied to the Chair of the Governing Body and LEA]

Within 15 school days of the decision, the Governing Body's Pupil Disciplinary and Exclusion Committee will be convened in order to review the headteacher's decision.

For a permanent exclusion:

The parent/carer and pupil are informed with written notification being given to both within one day [copied to the Chair of the Governing Body and LA]

Within 15 school days of the decision, the Governing Body's Pupil Disciplinary and Exclusion Committee will be convened in order to review the headteacher's decision.

If the decision is upheld and parents/carers and/or the pupil wish to lodge an appeal, an Independent Appeal Panel meeting will be convened by the LA.

Support for excluded pupils:

Any pupil excluded will receive the following support:

- Interview to discuss their actions and impact upon others;
- A Pastoral Support Plan setting targets and identifying support where needed

Should a pupil receive a number of fixed term exclusions and become at risk of permanent exclusion the school will seek to use a range of alternative options to prevent this. These include temporary / permanent placement in alternative settings.

The Role of Pastoral Support

Pastoral Support aims to provide immediate and personalised support for pupils' overall wellbeing. If we are to achieve our goal of ensuring every child achieves success we should recognise there are times when pupils need additional support.

This could include informal / formal counselling and social and emotional support and monitoring.

By tracking pupil welfare / conduct and progress the Pastoral Support staff aim to provide early intervention to prevent problems escalating. Pastoral Support work closely with individual pupils to support positive wellbeing, pupil progress and high standards of conduct.

The Role of the Pastoral Support Room

One purpose of the Pastoral Room is to provide appropriate accommodation for pupils whose behaviour has prevented learning and teaching from taking place in a classroom.

A pupil who is withdrawn from a lesson by Leadership Group may be:

placed in an appropriate classroom for a fixed period

placed in the Pastoral Room for a fixed period. Parents of a pupil sent to the Pastoral Room will be contacted to discuss their child's behaviour.

LG will record the formal action taken in SIMS.

'In school exclusion'

LG on call may decide that an incident is sufficiently serious to warrant a period of 'In school exclusion'.

In such cases:

the pupil will remain in the Pastoral Room for an agreed period of time. The pupil will complete work set by the supervising member of staff. A pupil who misbehaves during an 'In school exclusion' may be subject to a Fixed Term Exclusion.

on the day of the 'In school exclusion', the pupil will register in the Pastoral Room. The member of staff supervising the Pastoral Room will supervise work set for the pupil. Pupils in the Pastoral Room will have a toilet break. They will be supervised by the member of staff on duty in the Pastoral Room.