CASTELL ALUN HIGH SCHOOL

BEHAVIOUR POLICY

Agreed by Governing Body	July 2024
Reviewed	

Contents

1.   Aims

Castell Alun High School's Behaviour Policy is underpinned by our school values and vision; **Respect, Determination, Honesty** and Developing Successful Futures. This policy intends to create a positive and supportive learning environment that fosters the growth and wellbeing of all students. It outlines our reward system, expectations for behaviour, consequences for misconduct, and support mechanisms to help students make positive choices at Castell Alun High School.

2.   School Rewards and Guidelines

A rewards system in school plays a pivotal role in motivating students and reinforcing positive Behaviours. By offering tangible rewards such as certificates, prizes, or privileges, schools can incentivise academic excellence, good Behaviour, and participation in extracurricular activities. Beyond mere encouragement, the school's system instills a sense of achievement and recognition, fostering a positive learning environment where students feel valued and motivated to excel. However, it's equally crucial to celebrate success beyond material rewards. Acknowledging achievements through ceremonies, praise, or public recognition not only boosts morale but also cultivates a culture of appreciation and support, inspiring students to strive for further success. Celebrating success serves as a powerful tool to foster a sense of community, instill confidence, and reinforce the importance of determination, hard work and dedication in academic and personal pursuits.

Praise Points System:
- Students earn praise points through Sims for three categories: attainment, effort, and bilingualism.
- Attainment points are awarded for excellent work or progress towards class tasks/target levels/grades.
- Effort points recognise above-average effort, resilience, or independent learning.
- Bilingualism points recognise students using Welsh language day-to-day during lessons and around the school environment.
- Points will be awarded on Sims, visible to parents via the Sims app.
- Weekly progress updates will be provided to students and parents via the Sims App and during Year group assemblies.
- Fairness is emphasised, with a maximum of four praise points per lesson.
- Periodic review and monitoring of points will occur.
  Individual Recognition:
- At the end of each term, the top two students from each form group (16 students per year) will be recognised with certificates and letters.
- Behaviour is not rewarded with praise points, as it is considered a minimum expectation.
- Names of these students will be publicised on noticeboards, the school bulletin, and during school assemblies.

Group Recognition:
- Form groups will compete for the most praise points over a term.
- The winning form will be rewarded with an activity or trip.
- Tallies will be regularly updated to foster competition.
- Students with Behaviour conduct logs or poor attendance may be excluded at the form teacher's discretion.

Attendance:
- Students with 100% attendance will receive certificates on a termly basis.

Whole School Celebration:
- End of term assemblies will be held to distribute certificates and announce raffle winners for both praise and attendance.

3. School Behaviour and Guidelines

Lesson Monitor: The school uses 'Lesson Monitor' to grade individual's learning ethic in lessons as;
LE1= Above expected
LE2= As expected
LE3=Below expected
LE4=Unacceptable.

It is assumed that a student's learning ethic in lessons is as expected, as all students are initially marked with a LE 2. The grades must be monitored and reviewed on a daily and weekly basis so that students can be rewarded or sanctioned as appropriate.

Class teachers issuing a '3' or '4' on the Lesson Monitor system must communicate clearly the reason for this and the action they have taken in the comments function within SIMS registers. If a teacher gives a '3' or '4' on Lesson Monitor, then they must issue a consequence from the behaviour for Learning triangle. If a teacher issues a '4', they must contact home. Students must always be informed if they have received a '3' or a '4'.

Setting the tone : Group Tutors and Subject Teachers play a crucial role in establishing a positive and respectful atmosphere within their respective groups. They employ good classroom management techniques. See appendix 1 "Positive Teaching"

Dealing with poor behaviour: When poor behaviour occurs, teachers follow the agreed procedures, which may include referring to appendix 2 or guidelines provided. The teachers address the behaviour issues themselves or involve Learning Area Managers if necessary.

SIMS Conduct Log: All incidents involving students' behaviour will be recorded in our School's Information Management System (SIMS). Classroom incidents such as punctuality, lack of equipment, failure to complete homework, or minor behavioural issues will primarily be addressed by the teacher and the respective Learning Area. Information from the Behaviour Log can be compiled by the Student

Development Manager (SDM), enabling appropriate intervention and sanctions to be implemented for those persistent student offenders.

Serious Incidents and On-Call System: In cases of very serious incidents, staff use the "On-Call" system. They notify the school office immediately, which prompts a senior member of staff to respond urgently and address the situation. (LE 4 must be issued in this case)

Incidents Outside of Lessons: Responsibility for incidents occurring outside of lessons lies with all staff, particularly those on duty. Major breaches of indiscipline, such as fighting, bullying or smoking/vaping, are referred to the Student Development Manager and/or the Leadership Team for further action.

4.   Sanctions

Sanctions for Misconduct: When students fail to meet acceptable standards of behaviour, various sanctions may be applied. Including:

- **Report Card / Target Card:**

Students may be placed on a report card to monitor their progress, behaviour, punctuality, or homework. This is implemented through a point-based system designed to encourage students to achieve numerical targets set by staff. There are three different types of report cards, each with varying levels of severity.

- Green Report Cards: These are overseen by the student's Group Tutor.
- Yellow Report Cards: These are overseen by the student's Student Development Manager.
- Red Report Cards: These are overseen by the student's linked Senior Leadership Team (SLT) member of staff.

Parents are informed of their child's report card status and are encouraged to sign the report daily.

- Detentions: are administered during break or lunch times by the classroom teacher, while students in need of disciplinary action may receive after-school detentions, issued by LAMS or SDMS which necessitate 24 hours' advance notice. Whole-school detentions are scheduled for every Wednesday, while Senior Leadership Team (SLT) detentions are held each Friday. Students assigned to detentions will be marked as such on SIMS (in red), and it is expected that staff teaching during period five will accompany them to the designated after-school detention area.
- Using the Alternative Timetable: Removing a student from specific teaching groups and assigning them to work in isolation within the subject area.
- Withdrawal of Privileges: Withdrawing privileges such as the use of mobile phones at break and lunch times and participation in extra-curricular activities.
- Withdrawal of School Transport: Suspending or revoking school transport, depending on the severity and frequency of the behaviour issues.
- Restorative Justice: Utilising restorative justice practices, including involving trained members of the Pastoral Support Team to facilitate resolutions and promote understanding and reconciliation.

Examples of sanctions used at Castell Alun High School:

- Late Arrival – Punctuality is important for creating a productive learning environment. Students who arrive late to school will be marked as 'L' on the Sims register. If a student is late, they will be placed in M7 for pastoral lunch time detention.
- Uniform – Consistent and proper uniform attire contributes to a positive and respectful learning environment. All students must wear the school uniform consistently and appropriately during school (please see Prospectus for details). Students failing to adhere to the uniform policy may face disciplinary action, such as warnings, detentions, phone being confiscated or parent meetings, depending on the severity and frequency of the violations.
- Vaping or Smoking – Vaping or smoking on school premises is strictly prohibited. Any student found vaping or smoking will face immediate exclusion. This policy is in place to ensure the health, safety and well-being of all students and to maintain a smoke-free environment on school grounds.
- Truanting – If a student has truanted, they will be issued an after-school detention/detentions to make up the time missed.
- Gross defiance – If a student demonstrates defiant behaviour this could result in exclusion.

Consequences that are issued for poor behaviour are **non-negotiable**.

These procedures are implemented to uphold a safe, supportive, and conducive learning environment for all students while fostering values of respect, determination, and honesty. Recognising the complexity of behaviour, determining the most suitable sanction for each situation can be challenging. School behaviour policies typically outline a range of sanctions to address various behavioural issues, rather than providing a specific list for every scenario. It's essential for teachers and school staff to exercise professional judgment and consider individual circumstances when applying sanctions. Where a student has ALN, reasonable adjustments and targeted support should be considered as part of the ALN planning and reviewed as required under the equality Act 2010. Where a sanction is, or sanctions are, imposed consideration will be given to the need for reasonable adjustment or targeted support to assist the student. By doing so, they demonstrate respect for each student's unique needs and challenges, exhibit determination in addressing behavioural issues effectively, and uphold honesty in their interactions and decision-making processes. Through these core values, the school community can work together to maintain a positive and inclusive learning environment conducive to academic and personal growth for all students.

5.   Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider how to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider how to discipline the student in accordance with this policy.

In instances where a student is found to have made malicious allegations, it is highly probable that they have violated the school's Behaviour policy and compromised its core values of **respect, determination, and honesty**. Consequently, the school will assess appropriate sanctions, which may involve external or permanent exclusion. Additionally, if there are reasonable grounds to suspect the commission of a criminal offense, the school reserves the right to refer the matter to the police for further investigation.

6.   Support Mechanisms

We recognise that students may face challenges that affect their behaviour and well-being. Our school provides support mechanisms, including specialist pastoral intervention, counselling services and working closely with many outside agencies e.g. Flintshire SORTED, CAMHS, First Contact Team. This support aim is to address underlying issues and help students develop positive behaviours and attitudes.

Y Bont

Y Bont serves as a dedicated space within the school environment designed to support the diverse needs of students. This specialised facility offers a range of services and resources to promote inclusion and address the unique learning requirements of students with diverse abilities, backgrounds, and challenges. Y Bont typically provides individualised support, accommodations, and interventions to ensure that all students have equal access to education and opportunities for academic and social growth. By fostering a supportive and inclusive environment, Y Bont plays a vital role in promoting equity, diversity, and student success within the school community. There is a clear entry and exit procedure which involves staff at senior leadership level. Emphasis is placed on reintegration and reflection, it is not seen as a full-time, long-term initiative.

Inclusion Room

Internal exclusion may be used for various reasons, including disruptive behaviour in class, repeated rule violations, or as part of a progressive disciplinary process. The duration of internal exclusion can vary, ranging from a few lessons to several days, depending on the severity of the behaviour and the school's linked policies. The Senior Leadership team, in collaboration with SDMs, has the authority to assign a student to the inclusion room.

While internal exclusion allows the student to remain within the school community, it serves as a consequence for inappropriate behaviour and provides an opportunity for reflection and behavioural improvement. It also helps to maintain a safe and productive learning environment for other students.

During an internal exclusion, students are expected to adhere to the rules and expectations set by the school. If a student's behaviour continues to be inappropriate or disruptive during internal exclusion, despite warnings and interventions, the school may escalate the disciplinary action to an external exclusion.

Appendix 1 – Positive Teaching

Positive teaching is a pedagogical approach that prioritises encouragement, affirmation, and constructive feedback to foster a supportive learning environment. It focuses on recognising and reinforcing students' strengths, efforts, and achievements, thereby enhancing their confidence and motivation. Positive teaching cultivates a growth mindset, emphasising the belief that intelligence and abilities can be developed through dedication and hard work. Teachers employing this approach often utilise praise effectively, celebrate progress, and provide students with opportunities to learn from mistakes without fear of judgment. By fostering a culture of positivity and support, positive teaching empowers students to embrace challenges, take risks, and engage actively in their learning journey.

A few reminders:
- Ensuring punctuality and preparedness for each lesson is essential. Arriving on time with all necessary resources sets a positive tone for the class. Managing students' entry to the classroom is equally important. Establishing a regular routine and greeting students individually as they enter fosters a welcoming atmosphere and sets expectations for respectful behaviour.

- It's crucial for teachers to be attentive to the specific learning needs of each student in their class. This includes being familiar with individualised documents such as one-page profiles, PSPs, Core Data, and IDPs. Additionally, ensuring that instructional materials are suitable and accessible to all students is essential. This involves considering the range of learning styles present in the class and adapting materials accordingly.

- Establishing clear classroom rules and routines, particularly at the start and end of lessons, is vital for creating a positive and productive learning environment. At the beginning of the school year, it's essential to introduce these expectations to students and consistently reinforce them throughout the year. One aspect of these routines should include ensuring that all students have their books and necessary equipment ready at the beginning of each lesson. Additionally, setting a rule that hats and coats are to be removed upon entering the classroom helps create a sense of focus and respect for the learning environment.

- Remember PIP and RIP – Praise in public, reprimand in private.

- Praise as much as possible, without of course praising expected learning ethics and behaviour.

- Employing positive non-verbal communication techniques such as smiling, maintaining good posture by standing straight, and making eye contact with students can effectively establish authority in a non-

confrontational manner. By presenting oneself confidently, teachers naturally convey an expectation of compliance from student

Appendix 2 – Behaviour for Learning Castell Alun High School

Consequences Ladder

SLT potential consequences
- External exclusion
- SLT report card
- Internal Exclusion
- SLT afterschool detentions
- Parental meetings
- Letter of Concern

Pastoral and Department level potential consequences
- Use of alternative timetable
- Afterschool detentions
- Phone calls/parental meetings
- Tutor/SDM report card
- Break/lunch detention
- Repair, rebuild with staff and pupil
- Pastoral support referral

Classroom/cover supervisor /Group Tutor potential consequences
- Lunch/Break detention
- Phone confiscated (SDM)
- Remove from lesson (LM)
- Move within lesson
- Speak to pupil about the issue

Behaviour for Learning Castell Alun High School

persistent misbehaviour at any level

SLT

Serious Isolated Incident will be dealt with immediately by a member of the Senior Leadership Team

SLT Behaviour Walks/On Call Rota

Pastoral Team:
- Truanting
- Bullying
- Lunch/Break time conduct
- Refusal to follow sanctions
- Cross department issues (report cards)
- Defiance across subjects
- Persistent Uniform

Department level:
- Defiance
- Persistent no H/W
- Persistent low level behaviour
- Issues with department report card

Classroom teacher/Cover supervisor/Group Tutor level:
- Low level disruption
- No Homework/No equipment
- Lateness and Uniform
- Off task/Not enough work
- Rude/disrespectful
- Non-compliance with Phone Policy

Sims Conduct Logged