

Ysgol Aberconwy



Pupil Behaviour and **Discipline**

POLICY DOCUMENT NO: 17

ISSUE NO: 5

THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY

Signed:

Date: 10/10/23

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LT Link : ADH

YSGOL ABERCONWY PUPIL BEHAVIOUR AND DISCIPLINE POLICY

The Governors of Ysgol Aberconwy are mindful of their duty of care to their staff and to pupils/students of the school and of their duty to conduct the school with a view to promoting high standards of educational achievement. They are also aware that the setting of boundaries is important to the personal and social development of the pupils in their care and that school discipline has an important function in establishing and maintaining those boundaries. In addition, they recognise that pupils cannot learn unless they feel secure, and teachers cannot teach effectively if they are diverted by anti-social or disruptive activity.

The aims of the school include the following :

“At Ysgol Aberconwy we have the highest expectations of all our pupils in all areas of school life. Academic standards are important to us and we expect all pupils to achieve their very best. We also have the highest expectations of our pupils when it comes to behaviour, attendance, punctuality and uniform”

Bearing in mind these considerations and their overall desire to promote the welfare of children, they have established the following policy.

Purpose of the Policy

The purposes of this policy are

- a) to provide guidance to the head teacher in his/her responsibility for the internal organisation and conduct of the school and in particular in the maintaining of good order and discipline within the school.
- b) to ensure that all members of the school community are aware of the School Code of Conduct
- c) to provide pupils with a social and personal education which promotes personal responsibility and self-discipline
- d) to provide a framework of staff responsibilities and procedures through which misbehaviour is confronted and responded to
- e) to enlist the support of parents in the maintenance of good behaviour
- f) to define the roles of the Head, the Governing Body and the local Authority in respect of behavioural difficulties and severe misbehaviour
- g) to support the school's stance to act on instances of bullying in all its forms (see Anti-Bullying Policy)

Discretion of the Head Teacher

Because of the need to treat each case of misbehaviour on the basis of its own particular circumstances, it is necessary that the head teacher should retain a wide measure of discretion. Neither this policy nor any Code of Conduct issued by the head teacher should be seen to diminish this discretion.

Reasonableness and Proportionality

The governors expect that the head teacher's use of his/her discretion will be reasonable and proportionate in the circumstances of the particular case. In determining what is reasonable and proportionate the head teacher shall have regard to professional good practice and statutory guidance.

Guidelines

- a) Responsibility for behaviour and discipline is shared by all the school community. It is not the responsibility of a small group of teachers. A number of relevant policies and guidelines are available to inform and support members of our community which are detailed below.
- b) Teachers work together to apply consistent procedures that minimize the opportunities for disruptive behaviour in the classroom, following the mantra of 'be ready, be respectful, be kind' and the 'Behaviour Blueprint' at the end of this policy (see Appendix A)
- c) Training is given to staff in the execution of this plan.
- d) To establish consistency in dealing with occasions of misbehaviour a 'Behaviour Consequences Plan' is established and reviewed by the school's pastoral team
- e) The social and personal education programme includes sessions on personal relationships and responsibility, and the school provides a wide range of extra-curricular activities which encourage personal responsibilities
- f) Parents are contacted in cases where pupils' behaviour has given cause for concern. Their support is enlisted in respect of sanctions that need to be applied and in reinforcing the need for good behaviour through such contact as well as the 'Home/School Partnership'
- g) In cases of very serious misbehaviour the Head may recommend that a pupil should be excluded (See Exclusions Policy). The governors regard the use of the power to exclude pupils as essential in certain circumstances. They do not intend to lay down rules that would constrain the head's use of this power. They regard exclusion from school as a serious matter and expect that as with other sanctions:
 - There will be clear indications in any code of conduct laid down by the head as to the class of offences exclusion will normally be used for.
 - The use of exclusion will be reasonable and proportionate.

- The head will devise strategies to minimise the use of exclusion.
 - The support of the LA will be sought with regard to any pupil in danger of exclusion. In particular the powers of the school and the LA to establish parenting Contracts and to seek Parenting Orders will be explored where this is felt to be helpful in a particular case.
 - The head will report exclusion figures to the Governing body on a termly basis.
- h) Individuals with behaviour difficulties are included on the Additional Learning Needs register and above. Procedures for referral and review are included in the ALN Policy.
- i) Where the LA offers support to promote good order and discipline, the head should see that use is made of this support. Examples of such support could include the use of pupil referral units and liaison with associated staff, adoption of the managed transfer process and the use of the 'social inclusion service'. Appropriate procedures are provided to the headteacher and reviewed by the local authority.
- j) The Governors will establish a Student Discipline Committee as necessary with the following duties:
- To review the state of school discipline as part of the annual self-evaluation process.
 - To fulfil the Governing Body's statutory obligations to review the Head Teacher's decisions to exclude as set out in the Exclusions Policy (Policy 19)
 - To meet as required by this guidance and
 - To report to the Governing Body on its work as necessary.

Additional Considerations

Disability

Where the misbehaviour of children is related to a mental or physical disability, the governors expect that the head teacher will make reasonable adjustments to enable those children to be included within the school community.

These will include:

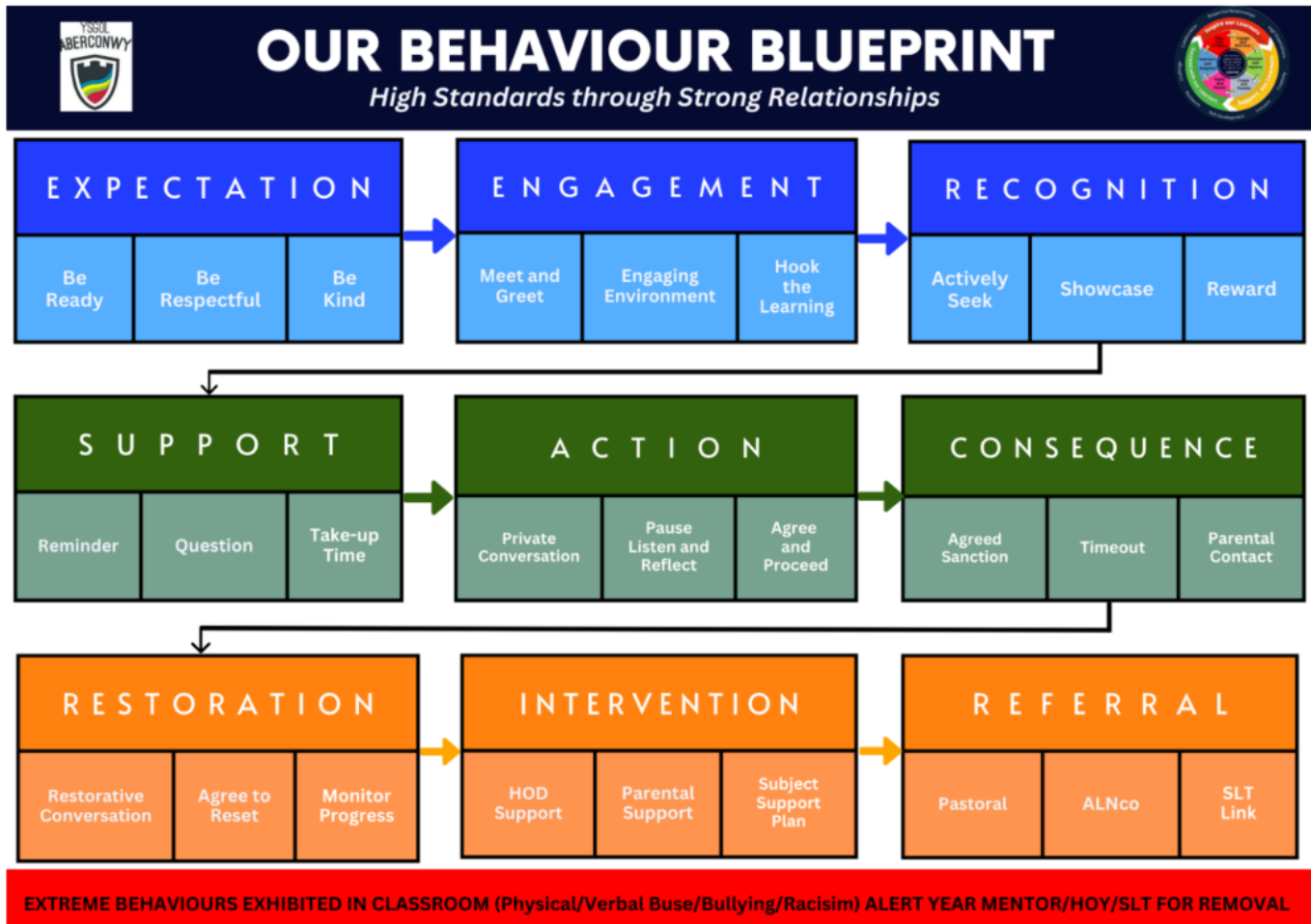
- Ensuring that staff have had training in the nature of disabilities affecting pupils in the school and prospective pupils.
- Ensuring that staff are aware of any children with such disabilities
- Ensuring that help is sought from the LA to enable the school to make reasonable adjustments.
- Ensuring that school resources are committed to assist in making reasonable adjustments.
- Making reasonable adjustments to school organisation or of the timetable of particular children.

Punishments

In establishing the guidelines detailed above, and providing training for staff, the headteacher is expected to use his/her discretion in determining appropriate punishments for pupils who misbehave. However, the aim of punishments should be:

- To alter the behaviour of the offender.
- To deter other potential offenders.
- To support victims if appropriate and
- To restate the community's values.

Appendix A



Appendix B : Behaviour Consequences Plan

Incident	Mitigating factors	Start point	No mitigating factors	Refer to HoD	Refer to HoY
Abusive Language to pupil (incl hand gestures)	Warning Break detention	Break & Lunch Detention (SIMS)	After-School detention (SIMS, Home informed)	for After-School Detention	
Abusive language to MoS (incl hand gestures)	Break/Lunch/Aft Sc detention (SIMS)	Departmental Time Out	Refer to Year Base	for After-School Detention following Time Out	
Assault (minor – push/shove)	Break/Lunch detention (SIMS)	After-School Detention (SIMS, Home informed)	Time Out (class) Year Base (breaktime)	for After-School Detention following Time Out	
Assault (major – punch/kick/slap)		Year Base			
Bullying (minor – name calling)	Warning. Break/ Lunch det. (SIMS)	After-School Detention (SIMS, Home informed)		for After-School Detention	Inform HoY / Year Mentor
Bullying (serious – physical/mental/ sustained)		Year Base			
Misuse of Mobile	Confiscate	Confiscate + detention	Refer to YM		
Bullying (accessory)	Break Detention (SIMS)	Lunch Detention (SIMS)			Inform HoY/ Year Mentor
Damage – school property	Break Detention (SIMS)	Lunch Detention (SIMS)		If Dept issue After-school /inform parents	Inform HoY/ Year Mentor
Damage – pupil or MoS property		Lunch Detention (SIMS)		Dep on severity – after- school, inform parents	Inform HoY/ Year Mentor
Defiance – low level	Warning Apology	Break or Lunch Detention (SIMS)	Break and Lunch Detention (SIMS)	If persistent	
Defiance – high level	Break/Lunch detention (SIMS)	After school detention (SIMS, Home informed)	Time Out	For After-School Detention	Refer to Year Base if refusal of Time Out
Insolence to MoS	Warning. Break/ Lunch det. (SIMS)	Break and Lunch detention (SIMS)	After-School Detention (SIMS, Home informed)	For After-School Detention	
Missing detention		Repeat (SIMS)	After-School Detention (SIMS, Home informed)	For After-School Detention	
Unsatisfactory Dept conduct card		Note reasons on card		Break/Lunch/After-School Detentions by HoD	
Late to lessons including tutorial	Note on SIMS Warning	Note on SIMS Pupil make up time	Lunch detention (SIMS)	For After-School Detention	
No homework	Warning – 2 nd chance	Break or Lunch Detention (SIMS)	After-School Detention (SIMS, Home informed)	For After-School Detention	
No equipment for lesson	Give/Sell equipment	Break detention (SIMS)		If persistent	
Classroom disruption – minor	Warning Move within room	Break detention (SIMS)	Lunch detention (SIMS)	If persistent	
Classroom disruption - major	Break detention (SIMS)	Lunch detention (SIMS)	After-School Detention (SIMS, Home informed)	For After-School Detention	
Behaviour in corridors between lesson	Warning. Break / Lunch det. (SIMS)	Break/ Lunch detention (SIMS)	After-School Detention (SIMS, Home informed)	For After-School Detention	
Behaviour pre-tutorial and lunch time	Warning	Refer to Duty Team SLT	After-School Detention with Duty Team SLT		



Behaviour & Consequences chart for staff

Notes :

- HoD to inform HoY/Year Mentors when placing pupil on Departmental Conduct/Progress Card – refer if no change in behaviour/progress after set time
- HoD to refer pupil to SLT detention (via HoY or line manager if After-School Detention missed (2 chances for After-School))

Incident
Uniform infringements
Racism
Theft
Truancy
Drugs
Smoking

Refer to HoD	Refer to HoY
	Inform HoY / Year Mentor
	Inform HoY / Year Mentor
	Inform HoY / Year Mentor
	Inform HoY / Year Mentor
	Inform HoY / Year Mentor
	Inform CPC immediately
	Inform HoY / Year Mentor