



Create Your World

Cardiff West Community High School

Behaviour for Learning Policy

Established: September 2018
To be reviewed: September 2020



An artist's impression of our new Cardiff West Community High School in Trelai Park, opening Spring 2019

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1. Aims

This policy aims to:

- Outline our system of **rewards and sanctions**
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

2. Legislation and statutory requirements

This policy is based on advice from the Welsh Assembly Government:

[Practical Approaches to Behaviour Management in the Classroom](#)

[Exclusion from schools and pupil referral units](#)

[Safe and effective intervention: use of reasonable force and searching for weapons](#)

[Effective Managed Moves](#)

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Lack of equipment

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Truancy
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. Such as:
 - Weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing body

The full governing body is responsible for reviewing and approving the behaviour policy in conjunction with the Headteacher and will monitor the policy's effectiveness over the school year.

5.2 The Senior Leadership Team

The SLT is responsible for reviewing this behaviour policy in conjunction with the governing body.

The SLT will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's form tutor or Progress Lead promptly

6. Pupil & Staff code of conduct – 'Bring Your Best to Cardiff West'

In every classroom we display 'Bring Your Best to Cardiff West' (See Appendix 1) this is our visual prompt for the behaviour we expect from pupils and what happens when pupils fail to adhere to it.

Our 'Green' stage is when pupils are 'Striving for Excellence'. This can be displayed in various ways, such as:

- Striving to be your best – to achieve the grades and goals that will maximise their future.
- Supporting others – in both academic and social times and being able to support those that may not be in their usual circle of friends.
- Going above and beyond in work and social times – always looking for new opportunities to develop themselves.
- Using equipment and devices effectively
- Taking pride in their appearance and work – presentation is often the first thing people notice and pupils are encouraged to ensure both they and their work looks smart at all times.
- Being an active member in your school community – realising that to develop their character that they need to take a full role in their community, supported by the school.

Our 'Amber' stage is our Western Way – our basic expectations of every one, every day, at all times. Failure to follow this can result in an Amber detention after school with the Welfare Team. These detentions are 15 minutes in length and allow the pupil an opportunity to repair the relationship with the member of staff that placed them in detention before the end of the day.

We fully support the power of the restorative approach and this system allows for pupils to go home having taken the opportunity to make amends before the next school day.

Our 'Red' stage is when pupils have refused to comply despite the warnings that are offered to them. This stage also incorporates significant and dangerous incidents.

If a pupil is within this stage they are deemed to have 'crossed the red line' and will be given, as a minimum, a 45 minute detention with a senior member of staff. During this time they will be expected to reflect on their behaviour and discuss the consequences with the senior member of staff. They will also be expected to prepare for a restorative session to be held the next time they are in school.

Within this stage pupils may also be placed in the Internal Exclusion room or given a Fixed Term Exclusion off site. Parents will be expected to be available to discuss their child's behaviour before they return to mainstream lessons.

7. Rewards and sanctions

7.1 List of rewards

- Positive behaviour can be rewarded with:
- Praise card
- Achievement points
- Phone calls home to parents
- Special responsibilities/privileges
- Super Form raffle rewards
- Achievement & Attendance joint rewards

Sanctions

The school follows a comprehensive Graduated Response to Behaviour (see Appendix 2). This ensures that all pupils are dealt with in a fair and consistent manner. It also ensures that all appropriate support is put in place in a timely and effective way.

During lessons, teachers may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Detention after school with the Welfare Team or Senior Team
- Declassing
- Letters or phone calls home to parents
- Referral to form tutor or Progress Lead
- When a pupil is stopping the teacher from being able to teach then it would then become necessary to request assistance from a senior member of staff

All instances of negative behaviour are logged on the school SIMs system and monitored via form tutors, Progress Leads, Area Leads and the Assistant Head – Inclusion & Wellbeing. Information from this monitoring will be shared via the wider staff and used to ensure the graduated response is being used effectively.

Pupils may be sent to the declassing room during lessons if they are persistently disruptive, they will be expected to complete the same work as they would in class in the declassing room.

We may use Internal Exclusion in response to serious or persistent breaches of this policy. Internal Exclusion is used to provide a sanction for persistent defiance and disregard of the school Behaviour for Learning Policy. Pupils are placed in this room for a fixed period of time and parents/guardians are notified by phone and letter. When a pupil has completed time in the Internal Exclusion room the school will invite parents/guardians and the pupil in for a formal meeting where their behaviour will be discussed and any action plan needed will be put into place.

The Internal Exclusion room is used in place of Fixed Term Exclusions (FTE) wherever possible. However, there are some circumstances in which the school reserve the right to give an offsite FTE. These will be dealt with on a case by case basis.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Bring Your Best to Cardiff West code of conduct
- Develop a positive relationship with pupils via the Western Way for staff:

In every lesson at Cardiff West Community High School we will:

1. Meet and greet students at the door.
2. Ensure all students sit in a planned seat.
3. Make sure students are ready to learn – mobile phones are off and away, bags are on the floor and no one has their coat on.
4. Provide a starter activity ready for all students as soon as they enter the classroom.
5. Ensure the register is taken whilst students complete their starter activity.
6. Plan differentiated and engaging lessons.
7. Check progress regularly during the lesson.
8. Dismiss the pupils in an orderly manner at the end of the lesson.

8.2 Physical restraint

Selected staff in the school have undertaken Team Teach training in order to keep staff and pupils safe in instances where physical intervention is required. This training is supported by the Local Authority and any use of Team Teach can be evaluated with the Local Authority Team Teach Lead when required.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing serious and dangerous disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's ALNCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

New staff are provided with opportunities to undertake training on managing behaviour.

Behaviour management will also form part of continuing professional development.

A staff training log is maintained by the school Business Manager and school staff have access to a variety of CPD opportunities throughout each school year.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the full governing body every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Attendance policy



Bring Your Best to Cardiff West!



Aiming for Excellence

- Striving to be your best
- Supporting others
- Going above and beyond in work and social times
- Using equipment and devices effectively
- Taking pride in your appearance and work

Leads to...

- Exceptional work
- Outstanding Results
- Achievement Points
- Praise Cards
- Form Rewards
- Achievement

The Western Way – Everyday

- Be on time
- Be ready to learn
- Wear the correct uniform
- Bring the right equipment
- Allow teachers to teach and students to learn
- Show respect to everyone including yourself
- Take an active part and try your best

Failure to comply leads to...

- One warning before teacher sets detention
- Fail to attend - cross the red line

Do Not Cross the Red Line

Behaviours that Prevent Learning

- Physical/Verbal Abuse
- Unsafe Behaviour
- Leaving class without permission
- Inappropriate use of equipment or digital media
- Behaviour that prevents learning from continuing
- Truancy/Persistently poor punctuality
- Defiance

Leads to...

- SLT Detention
- Parents will be notified
- Declassing
- Internal Exclusion

Appendix 2: Graduated Response

Stage 1

Purpose	Expectation	Strategies	Responsibility
<p>Minimise the need for additional intervention through:</p> <ul style="list-style-type: none"> • Effective whole school, whole class practice to meet wide range of needs and provide an effective foundation for all pupils including those accessing additional support; • Effective whole class assessment to inform class practice and aid early identification of need. 	<ul style="list-style-type: none"> • A whole school behaviour management policy and framework is in place and reflected in practice across the school and in every classroom. • Effective classroom management and management of behaviour within a positive framework of high expectations. • Consistent use of rules, rewards and sanctions. • High quality first teaching of emotional literacy and well-being with a focus on positive relationships. • Focus on removing barriers to learning and raising standards for all pupils at an early stage. • Parents and carers are involved at all levels 	<ul style="list-style-type: none"> • Praise postcards sent home • Progress/ achievement conversations. • Praise from teacher verbal and written. • Behaviour points logged on SIMs • Positive text/call to be sent home related to achievement points • Pupil of the week in assembly • Super Form rewards • Headteacher/SLT Praise conversations 	<p>All staff</p>

Ambition

Resilience

Trust

Stage 2

Purpose	Expectation	Strategies	Responsibility
<ul style="list-style-type: none"> • Individualised interventions and support for those with difficulties. • Equivalent to School Action or School Action Plus building on effective whole-school whole-class practice described in Stage 1. <p>Responding to issues such as:</p> <ul style="list-style-type: none"> • Initial subject teacher concern • Repeated detentions/declassing • Repeated and multiple number of incidents logged. • Not attending detentions • Truancy 	<ul style="list-style-type: none"> • Concerns exists across curriculum and strategies are being implemented by more than one subject teacher • Multiple incident types logged in multiple subjects • WO/SLT identify which pupils need support and monitoring by tutors • Where concerns are identified effective use is made of tracking and monitoring tools such as the Behaviour Audit Tool or Pupil Enquiry format. • Target setting implementation and monitoring. • Parents and carers are involved and know how they can support their child 	<ul style="list-style-type: none"> • Must include early telephone contact by tutor/teaching staff with, family, carer, social worker • Form Tutor Report. • Report to be reviewed on a frequent basis, expectation of at least 3 contacts per week. • A weekly review with parents and pupil via phone – WO or FT. • Reports to be taken home by pupil and a copy posted home on a weekly basis. • WO to monitor report via SIMs tracker. • Pupil Passport updated • ALs/teaching staff to identify students in need of restorative interventions and liaise with WO/PL. • Restorative support from WO/PL • Final review after three weeks – if progress has been made the pupil will return to no concern. If unsatisfactory progress has been made pupil will move to Stage 2a 	<p>Form Tutor Welfare Officer Progress Lead</p>

Stage 2a

Purpose	Expectation	Strategies	Responsibility
<ul style="list-style-type: none"> • Individualised interventions and support for those with difficulties. • Equivalent to School Action or School Action Plus building on effective whole-school whole-class practice described in Stage 1. <p>Responding to issues such as:</p> <ul style="list-style-type: none"> • Initial subject teacher concern • Repeated detentions/declassing • Repeated and multiple number of incidents logged. • Not attending detentions • Truancy 	<ul style="list-style-type: none"> • As Stage 2 and in addition: • Misdemeanors, which warrant regular interventions/IER. • Further intervention needed from PL report (limited impact) • Frequent behaviour preventing learning from continuing • Failed Restorative meetings or limited impact 	<ul style="list-style-type: none"> • Parental meeting to be arranged/concerns discussed with relevant member of staff • PL to log report and discuss with SLT. • Consider request for in-school intervention, discuss with WO and other staff. • Tutor to review report, minimum expectation of 3 times per week • Weekly review with parents (via phone) logged on Sims • Progress to be tracked via PL via tracker • Reports to be taken home by pupil/emailed to parents/ posted home on a weekly basis • ALs/teaching staff to identify students in need of restorative interventions and liaise with PL/WO • Restorative support from WO/PL/AL or SLT • All interventions to be logged on SIMS • If no progress has been made after the three week period the pupil will move to the next stage, providing all interventions/steps of stage one have been adhered to. • Pupil Passport updated 	<p>Form Tutor Welfare Officer Area Lead Progress Lead SLT</p>

Stage 3

Purpose	Expectation	Strategies	Responsibility
<p>Move pupils along the Graduated Response as concerns that they may have specific BESN needs.</p> <p>Need to respond to persistent BESN concerns that have not been improved in Stage 1 or 2/2a</p>	<p>As in previous stages and in addition:</p> <ul style="list-style-type: none"> • Limited impact of reports • Repeated defiance and non-compliance • Incidents of dangerous behavior • Note: A pupil can be accelerated straight to this stage if a single event warrants this level of intervention • Failed Restorative meetings or limited impact noted 	<ul style="list-style-type: none"> • PL meeting with parents/guardians and young person. • PL report to be generated and interventions logged. • Contact with home (minimum 3 times per week.) • PL to complete mentoring intervention program (weekly 45 minute meeting). • Report to be tracked by PL on a weekly basis. • First IBP to be completed as part of mentoring intervention and reviewed with parent/guardian and young person. • All interventions to be logged on SIMS and evidence placed in Linked Documents • Consider referral to outside agencies for specialist support. • Consider implementing a risk assessment. • Continuation of mentoring program. • Communication with home (minimum 3 times per week). • PL to track report and monitor targets. 	<p>PL</p> <p>SLT</p>

Stage 3a

Purpose	Expectation	Strategies	Responsibility
<p>Move pupils along the Graduated Response as concerns that they may have specific BESN needs.</p> <p>Need to respond to persistent BESN concerns that have not been improved in Stage 1 or 2/2a</p>	<p>As in previous stages and in addition:</p> <ul style="list-style-type: none"> • Limited impact of reports • Repeated defiance and non-compliance • Incidents of dangerous behaviour • Note: A pupil can be accelerated straight to this stage if a single event warrants this level of intervention • Failed Restorative meetings or limited impact noted 	<ul style="list-style-type: none"> • After one half term (approx. 6-8 weeks) • Second IBP to be completed or considered as part of mentoring intervention and reviewed with parent/guardian and young person. • All interventions to be logged on SIMS and evidence placed in Linked Documents. • Allocated time to allow for interventions, improvement strategies, IBP targets and mentoring program to embed before consideration of PARM referral • If interventions have not made a significant impact, PARM process to commence and further intervention considered • PL to consider next steps and liaise with ALNCo/SLT 	<p>PL</p> <p>SLT</p> <p>ALNCo</p>

Stage 4

Purpose	Expectation	Strategies	Responsibility
<p>Move pupils along the Graduated Response as concerns that they may have specific BESN needs.</p> <p>Need to respond to persistent BESN concerns that have not been improved in Stage 1, 2/2a, 3/3a</p>	<p>Partnership Area Request Meeting (PARM) request that can make specific recommendations:</p> <ul style="list-style-type: none"> • Support from the Behaviour Support Team. • More specific training for identified members of staff. • Recommendations to further refine individual programmes. • Advice and referrals to statutory services and relevant projects. • Pastoral support. Plan (PSP) creation after two or more fixed term exclusions in one term and further in-school support and monitoring (possible stage 2 also). 	<ul style="list-style-type: none"> • Meeting with parents ALNCo/SLT • Consider initiating multi-agency meeting including ALNCo • Risk Assessment in place • Consider alternative timetable linked to Revolving Door • PARM referral to be considered • Consider Personal/Bespoke timetable; amended programme is reviewed with family after 5 days and extended or further adjusted. • PSP completed • Regular contact with parents and agencies working with the young person (minimum 3 times per week) • Multi Agency referral considered • Pupil Passport updated 	<p>ALNCo</p> <p>SLT</p>

Stage 5

Purpose	Expectation	Strategies	Responsibility
<p>Team around the Child (TAC) – multi-agency meeting to consider appropriate ways forward</p>	<p>TAC - a coordinated and comprehensive response which will identify and recommend relevant support such as further assessment and input from different services as well as school based actions.</p> <p>For example:</p> <ul style="list-style-type: none"> • Direct individual or group support from a specialist teacher or teaching assistant (TA) to implement programmes via Individual behaviour plans (IBPs) • TA support in class setting (short fixed term) • Referral to educational psychology for more individualised assessment. • Step 4 application. • More individualised and sustained multi-disciplinary work with external agencies such as CAMHS. • Referral to the Team around the Family (TAF) – a family focused approach to improve outcomes which will result in bespoke interventions to address challenging family circumstances 	<ul style="list-style-type: none"> • Risk Assessment and PSP in place • Meeting with parents to discuss Step 4 provision and timescales (SLT/ALNCo) • FAP referral for alternative placements • Statutory Assessment application completed where appropriate to support the child’s complex needs 	<p>ALNCo</p> <p>SLT</p>

