

CARDIFF HIGH SCHOOL



Promoting Positive Behaviour

Introduction

The governors and staff of our school believe that every member of the school community is entitled to a safe, caring and well-ordered learning environment.

The approaches adopted by the school to promote behaviour for learning are in line with our Discipline With Dignity protocol and are founded on the principles of mutual respect and Restorative Justice.

Related Documents:

- *Exclusions form Schools and Pupil Referral Units – Guidance Document no 255/2019*
- *Cardiff High School’s Discipline with Dignity Protocol*
- *Cardiff High School’s Strategic Equality Plan Policy*
- *Inclusion and pupil support (2016)*
- *Keeping learners safe (2015)*
- *School-based Counselling Operating Toolkit (Welsh Assembly Government, 2011)*
- *Learner Travel (Wales) Measure 2008: All-Wales Travel Behaviour Code Statutory Guidance (2017)*

Aims Of The Policy

- To build upon good practice
- To promote a consistency of approach throughout the school
- To clarify expectations related to appropriate behaviour
- To develop the inclusive nature of the school, ensuring equality and fair treatment for all
- To support high quality learning and teaching

Definitions

For the purposes of this policy, the school defines “unacceptable behaviour” as any behaviour which may disrupt the education of learners, cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

This includes, but is not limited to, the following:

- Refusal to adhere to school rules and expectations
- Persistent disobedience
- Refusing to comply with disciplinary sanctions
- Bullying
- Truancy
- Vandalism
- Theft
- Verbal abuse, including swearing, discriminatory and/or threatening language
- Fighting and aggression

- Possession and/or supply of illegal substances, alcohol or tobacco
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that inhibits the learning of pupils

Managing Behaviour

The School will promote good and improved behaviour through a meaningful rewards system.

This may be achieved in a number of ways including:

- Issuing of merits by members of staff
- Awarding of merit certificates, bronze, silver, gold and platinum
- Awarding of Headteacher commendations
- Praise postcards
- Attendance certificates
- Pupil of the term awards
- Celebration assemblies

In addition all teachers are expected to provide, where appropriate:

- Praise
- Positive feedback

The following is a list of other ways we celebrate and reward success

- Displaying students' achievement through a range of platforms including, around school, Cardiff Metropolitan University exhibitions, the termly newsletter and the school's Twitter account
- Positions of responsibility including Senior Prefects, Form Representatives, School Parliament and Peer Mentors

Behaviour Support

Cardiff High School will regularly review the support available to those individual learners identified as being at risk of disaffection or exclusion. This will include:

- The school's approach to behaviour for learning is underpinned by the Discipline with Dignity protocol
- Teaching staff adhere to the standard operating procedures relating to Meet and Greet and Phased Dismissal to support a calm and purposeful learning environment
- The school employs its own counsellors, Specialist Behaviour Teacher, ASD consultant and Educational Psychologist. The expertise is utilised to support staff and learners in relation to managing and supporting behaviour for learning
- The school has fully embraced the principles of Restorative Justice and employs its own Restorative Justice Officer. This supports the school in its bid to cultivate positive relationships, to repair breakdowns in friendship groups and to nurture meaningful reflections amongst learners in relation to their behaviour

- Pastoral Support Programmes (PSPs) are created where appropriate. The aim of a PSP is to promote social inclusion and help to reduce the need for exclusion. The PSP procedure and process is designed to support those learners for whom the school based strategies have not been effective. A PSP is a structured intervention and will involve the student and family in the shared desire of improving behaviour and/or social skills. The school's Specialist Behaviour Teacher is included in the PSP process
- Each Key Stage within the school is supported by a non-teaching Wellbeing and Achievement Officer (WAC). They play a pivotal role in mentoring learners whose poor behaviour is deemed to be of a low level nature in a bid to prevent further escalation
- The Nurture Facility within the school provides ELSA support, anger management programmes and opportunities to work on managing emotions. These are often employed following a return from a fixed term exclusion
- The Talkabout Programme is offered to learners in Key Stage 3 with a particular focus on developing social skills
- The Confidential Booklet is created by the ALN team and provided to all staff in order to share strategies to support learners in mainstream classes. This is enhanced by professional learning sessions provided by the Specialist Behaviour Teacher and ASD consultant within the school
- For learners who experience difficulty with impulsive behaviour, opportunities for time out will be considered and, if appropriate, provided strategically
- Personalised timetables are devised, in consultation with families, for individuals to support learning or behavioural needs where appropriate
- Learning contracts will be issued, where necessary, in Key Stage 4 to identify targets for improvements and to outline the strategies and support being provided for them
- The school enjoys strong relationships with external agencies such as the Youth Offending Service. School will refer learners should the need arise

Sanctions

The B system

The school operates a graduated response to behavioural issues within the classroom. Failure to conform to classroom expectations will lead to a reprimand and reminder of consequences. Continued inappropriate behaviour will be acted upon and noted on Classcharts (the school's recording Software package) in the following way:

B1 Formal reprimand from class teacher

B2 Class Sanction eg Discussion about behaviour at the end of lesson/break time with the class teacher/contact home

B3 Departmental Action (eg referral to Curriculum Leader/contact home/formal departmental detention)

B4 Referral to Achievement Leader (may result in a B4 detention)

B5 Senior Leader Action – eg Formal B5 detention and meeting with family

Referral to Achievement Leader

For continual discipline problems a pupil may be referred to the Achievement Leader. The Achievement Leader may issue a reprimand or a detention; in addition they may initiate a discussion with parent/carer and/or a daily report/contract system as appropriate.

Referral to Head of School

Serious incidents will be referred by the Achievement Leader to the Head of School who will decide upon a course of action after consultation with all staff concerned. A Senior Staff Detention known as a B5 is operated weekly and, should this sanction need to be imposed, a subsequent parental interview will be arranged.

Referral to the Deputy Headteacher (Wellbeing & Achievement)

This course of action may be taken when the Head of School feels that the matter warrants serious disciplinary action. In such cases the Deputy Headteacher (Wellbeing and Achievement) may refer to the Headteacher who has the right to exclude students from school.

Emergency Call-Outs

If the inappropriate behaviour of a student is preventing the learning of others, the class teacher will initiate an emergency call out. The student will then be removed from the lesson by a senior member of staff in order for the learning to continue. The class teacher will send a referral regarding the behaviour and an appropriate sanction will be issued by the Curriculum Leader or Achievement Leader.

Restorative Room

The Restorative Room provides an internal exclusion facility with the unique purpose of encouraging learners, with appropriate support, to reflect upon inappropriate behaviour. Whilst there is a punitive element within this process – the key aim is to encourage meaningful consideration of the poor behaviour and its impact on others. The protocol is managed by the school's experienced Restorative Officer who will also prepare and facilitate Restorative Conferences with the learner and the aggrieved peer and/or member of staff in order to pave the way for a positive working relationship in the future. Parents/carers will be called into school at the start of the Restorative Room day.

Fixed Term Exclusions

There will be occasions where a fixed term exclusion is the most appropriate course of action. The issuing of a fixed term exclusion will be in response to serious breaches of the school's behaviour policy. It is at the discretion of the Headteacher who will adhere to Welsh Government Guidance (***Exclusions from Schools and Pupil Referral Units – Guidance Document no 255/2019***).

Following a thorough investigation, which will include the opportunity for the learner to give their version of events, the headteacher will consider whether the pupil should be excluded for a fixed term and, if so, will determine the length of the exclusion.

Some learners' behaviour can be particularly difficult at lunch time. Where this is the case, the headteacher may consider issuing a lunch time exclusion. This would place the legal responsibility for the learner with the parent/carer.

Parents/carers will be called into school following an exclusion for a readmission meeting in a bid to pave the way for a successful reintegration.

Permanent Exclusions

A decision to exclude a learner 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. There will, however, be exceptional circumstances where, in the headteacher's judgement, it is appropriate to exclude a learner permanently for a first or one off offence. These might include:

- Serious or actual 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

Prohibited Items & Searching Learners

Headteachers, and staff authorised by them, have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. At Cardiff High School the headteacher has provided authorisation to the Leadership Team and Heads of School. However, all members of staff can search if they believe there is an immediate risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

A member of staff conducting a search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should also be the same sex as the student being searched. There is a limited exception to this rule. A search of a student of the opposite sex and without a witness present is permitted, but only where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person should they not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

The prohibited items are:

- Knives or weapons
- Alcohol
- Illegal substances including vapes
- Stolen items
- Tobacco and cigarette papers.
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) To commit an offence

- ii) To cause personal injury to any person, including the pupil themselves
- iii) To damage the property of any person, including the pupil themselves

Behaviour Outside of School

Learners' behaviour outside of school on school business, eg on school trips and away sports fixtures is subject to the school's behaviour policy. For behaviour outside of school, but not on school business, the headteacher may exclude a learner eg if there is a clear link between that behaviour and maintaining good behaviour and discipline among the learner body as a whole or if the behaviour has brought the reputation of the school into disrepute. This will be a matter of judgement for the headteacher.

Equal Opportunities

In making and implementing this policy account must be taken of the School's Strategic Equality Plan