

CARDIFF HIGH SCHOOL



Promoting Positive Behaviour

Policy 4.5

CARDIFF HIGH SCHOOL

PUPIL 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 from Schools and Learner 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 learner 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 learners

Motivating Positive 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 and gold
- Awarding of merit commendations: Form Tutor, Achievement Leader, Head of School, Assistant Headteacher, Deputy Headteacher and Headteacher
- Supplying a stationery reward shop
- Issuing praise postcards
- Providing attendance certificates
- Awarding Learner of the term awards
- Creating termly celebration assemblies
- End of year enrichment trips accessible for the whole year group
- Providing a breadth of informal learning opportunities throughout the year

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

- Praise and acknowledgment of effort and conduct in and out of the classroom
- Positive and purposeful feedback (where appropriate to their role)

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

- Displaying learners' achievement through a range of platforms including, school displays (both stationary and digital), the termly newsletter and the school's social media platforms
- Positions of responsibility including Senior Prefects, Form Representatives, Culture Senedd, Community Senedd, Learner Leadership Groups (e.g. Criw Cymraeg) and Peer Mentors

Behaviour Support

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

- The school's approach to managing behaviour for learning is underpinned by the Discipline with Dignity protocol, protecting the dignity of both staff and learners
- Wellbeing professional learning events are regularly delivered to ensure staff understand the neuroscientific need to adhere to the standard

operating procedures, relating to Meet and Greet and Phased Dismissal, ensuring a safe, calm and purposeful learning environment is enjoyed by all

- The school employs its own counsellor, animal assisted wellness therapist, Specialist Behaviour Teacher, Speech and Language Therapist and Educational Psychologist. The expertise is utilised to support staff and learners in relation to managing and supporting behaviour for learning
- The school works closely with external partners to provide learners with additional opportunities to access support: a Local Authority school-based counsellor is on site 2 full days); a member of the school nursing team runs a weekly health hub (all day every Wednesday); School In Reach NHS Mental Health practitioners provide training and advice to staff, as well as providing mental health support to learners; a weekly Community Police lunchtime drop in session is provided by the police
- 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 learner 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 where necessary
- Each Key Stage within the school is supported by a non-teaching Wellbeing and Achievement Officer. They play a pivotal role in supporting learners (and their families) 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 can be offered to learners to prevent disengagement and also employed following a return from a fixed term exclusion where appropriate
- ELSA enhanced transition begins in the summer term of y6 to allow learners with social and emotional difficulties to access key Cardiff High staff and tour the school before they attend the whole cohort y6 transition events
- The Talkabout Programme is offered to learners in years 7 and 8, with a particular focus on developing social skills
- Young Carers are supported by two members of staff who act as learner liaisons with wider staff, emotional support and other key adult roles where necessary
- The ALN Confidential Booklet, learner One Page Profiles and ALN factfiles (e.g. ALN Factfile – Autism) 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 both in-house staff and external partnerships
- The Knowing Our Learners Google drive provides a comprehensive and concise overview of contextual learner data (e.g. ALN, eFSM, Late Starter,

EAL category) and links to relevant key documents for all learners (e.g. Pastoral Snapshots or One Page Profiles)

- A robust Health and Wellbeing programme covering topics such as healthy relationships, diversity, physical health, etc., is delivered to students to promote positive mental health and emotional wellbeing
- 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, to identify targets for improvements and to outline the strategies and support being provided for them
- The school enjoys strong relationships with wider external agencies such as the Youth Offending Service or the PREVENT team as and when necessary. Staff will refer learners as and when the need arises

Use of Mobile Phones in School

Whilst learners are permitted to bring a mobile phone to school, they are only to be used during break and lunch periods outside the school building. During the remainder of the day, mobile phones must be switched off or set to silent and are to remain out of sight. They are not to be used in corridors or during lessons. Furthermore, it is not the policy of the school to use mobile phones as part of the learning process. Failure to adhere to expectations surrounding the use of mobile phones in school will be subject to the sanction protocols.

Within recreational periods, however, a wealth of facilities and apparatus are provided, such as outdoor chess sets, outdoor table tennis tables, footballs and rugby balls, as a means of nurturing screen-free social opportunities for our learners. In addition, a wide range of informal learning activities also take place during lunch periods.

Consequences and 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 Class Charts (the school's current daily communication software package for learners and parents) in the following way:

B1 Formal reprimand from class teacher

B2 Class Sanction e.g. 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 (ordinarily resulting in a B4 after school detention)

B5 Senior Staff Detention – i.e. a longer after school detention and meeting with family

Achievement Team Time Out at break or lunch

During unstructured recreational times, learners can struggle with impulsivity or regulation of powerful emotions, and there may be occasions where they need to have some quiet supervision time to prevent risk of harm to themselves or others.

Referral to Achievement Leader

For continual discipline problems a learner 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 Assistant 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 Assistant Headteacher (Wellbeing and Achievement) may refer to the Headteacher who has the right to exclude learners (see below for further details).

Emergency Call-Outs

If the inappropriate behaviour of a learner is preventing the learning of others, the class teacher will initiate an emergency call out. The learner 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 Officers, who will (when required) 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 future positive working relationship. Parents/carers will be called into school at the start of the Restorative Room day to share expectations and key messages.

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 expectations. It is at the discretion of the Headteacher who will adhere to Welsh Government Guidance (***Exclusions from Schools and Learner 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 learner

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 reintegration meeting.

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
- An accumulation of harmful and unacceptable behaviour

Prohibited Items & Searching Learners

Headteachers, and staff authorised by them, have a statutory power to search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner 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 learner 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 learner being searched. There is a limited exception to this rule. A search of a learner 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 learner themselves
 - iii) To damage the property of any person, including the learner themselves

Behaviour Outside of School

Learners' behaviour outside of school-to-school business, e.g. on school trips and away sports fixtures is still subject to the school's behaviour policy. For behaviour outside of school, but not on school business, the headteacher may exclude a learner e.g. 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.