



YSGOL CWM  
BROMBIL



# Behaviour Policy

May 2022

Policy Adopted:	
Policy Review Date:	
Additional Comments:	
Signed:	
(Chair of Governors)	

# Positive Behaviour Policy

## Aims

The main focus of our Positive Behaviour Policy is to embed the three Cornerstones of Ysgol Cwm Brombil in order to improve teaching and learning across the school. Our focus at school will be to reward positive behaviour by teaching pupils the right and successful way to do things through building positive relationships.

The success of our Positive Behaviour Policy will depend on there being far more rewards than consequences. These will be monitored through the use of Class Charts and the continued use of the Ready to Learn provision. We must continually work together, as pupils, staff and parents, to encourage good behaviour throughout our school.

This policy provides a clear, standardised system which empowers staff to deal with behavioural issues fairly, consistently and effectively. All staff within the school are expected to develop positive relationships through praise and reward but also by teaching and modelling appropriate behaviour through discipline and consequences. Within Ysgol Cwm Brombil, we follow the five principles of classroom culture of Discipline, Management, Expectations, Influence and Engagement. (see *Ysgol Cwm Brombil Behaviour Protocols*)

The Positive Behaviour Policy should be read alongside the schools:

- Safeguarding and Child Protection Policy
- SEN Policy and ALN Guidance
- Anti-Bullying Policy
- Safer Internet Policy
- Teaching and Learning Policy
- Communication Policy
- Travel Code of Conduct
- Uniform Guidance

## Rationale

Our Positive Behaviour Policy is designed to promote a positive learning culture where all pupils are ready to learn. This is through:

- investing in developing good Character by teaching pupils the right and successful way to do things;
- positive relationships based on mutual respect;
- promoting self-esteem, self-discipline, proper regard for authority;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention and effective use of support agencies;
- providing a safe environment free from disruption, violence, racism, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

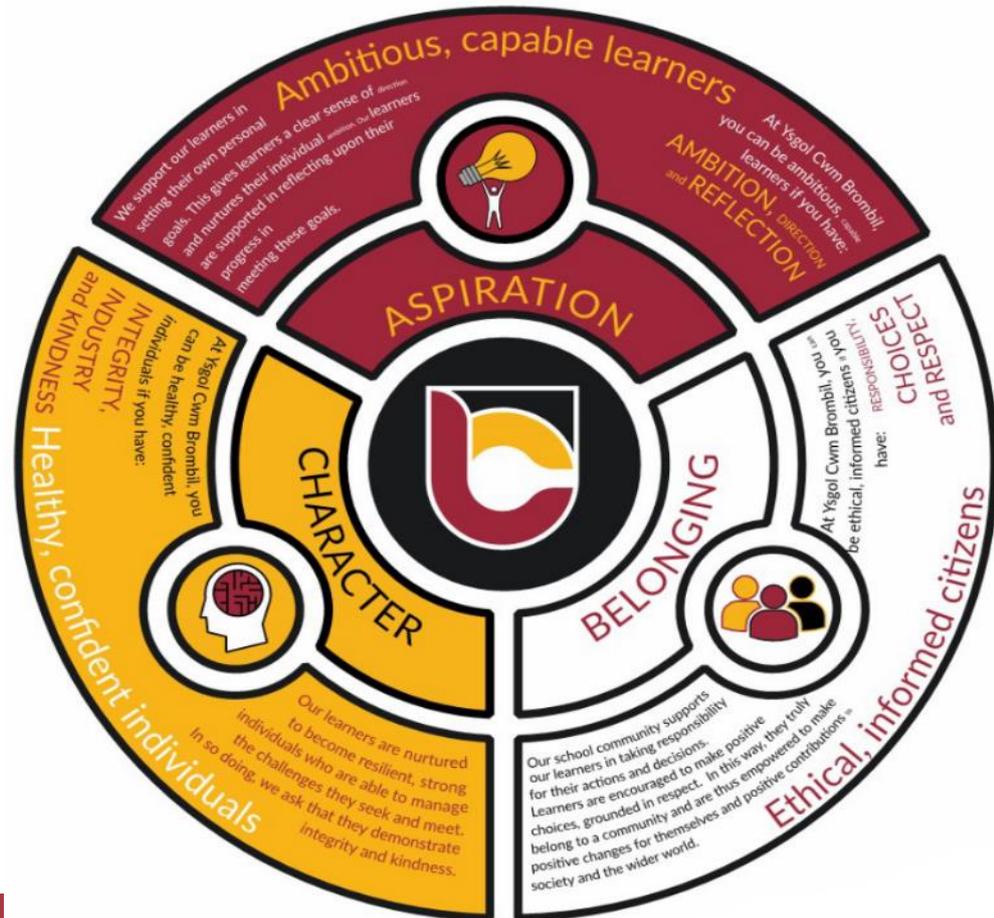
## Acceptable Behaviour

The school defines *acceptable behaviour* as behaviour that underpins our three cornerstones:

**Aspiration** - be ambitious - following directions, strive towards goals and reflect on learning.

**Belonging** - be respectful - show respect to peers, staff and visitors, take care of our premises and positively represent our community.

**Character** - be industrious - respond to challenge, maintain integrity and share kindness.



# BELONGING

At Ysgol Cwm Brombil we all **BELONG**.

We accept we are all diverse and are treated with **EQUITY**.



**WE STAND TOGETHER** against discrimination and bullying on the grounds of age, disability, ethnicity, gender, identity, language, race, religion, sex or sexuality.

## The expectations of pupils

1. Come to school every day on time, in correct uniform and properly equipped;
2. Attend each lesson on time and in the mindset to learn;

3. Observe the school behaviour code, not only within the school but also on journeys to and from school and when representing the school;
4. Abide by our Belonging Cornerstone (see image above);
5. Always communicate respectfully, whether to staff or pupils;
6. Respect the needs, rights and property of others;
7. Respect and care for the school environment and local neighbourhood;
8. Take responsibility for own learning, organisation and behaviour;
9. Work to the best of their ability, complete homework on time and meet deadlines;
10. Tell a member of staff if there is a problem or need help;
11. Move around the school sensibly having regard for the safety of others;
12. Never bully or abuse others;
13. Accept sanctions and consequences for actions;
14. Use the ClassCharts app to monitor learning and behaviour.

## The expectations of parents and carers

1. Ensure their child comes into school each day on time, in correct uniform and properly equipped;
2. Contact the school before 8.30am if their child is not attending school;
3. Engages with Class Charts app for communication with the school;
4. Follow the school Communication Policy;
5. Support the school with regards to rewards and behaviour consequences.

## Monitoring Behaviour

All staff have a responsibility to monitor behaviour of pupils at all times within classrooms and around the school building. All staff are able to award positive and negative points to any pupil within the school through Class Charts. All staff are able to contact parents via Class Charts announcements or phone calls home. Phone contact with parents should be logged on Class Charts Safeguarding so that Head of Year are aware. Please see Rewards and Consequences list above for more information. The Pupil development Team monitor the behaviour of pupils across the whole school. They ensure consistency in rewards and consequences; and ensure that the right interventions are put in place to support all learners.

## Rewards and Consequences

A wide range of techniques may be used to reward all pupils within the school. These may include:

- Positive praise by the member of staff
- Positive points awarded on Class Charts
- Use of positive points to buy rewards in the Class Charts rewards shop
- Positive message home via Class Charts announcements
- Departmental or Pastoral rewards and/or phone calls home
- Reward activities and trips
- Recognition role within the school, e.g. Prefect, Pupil Ambassador etc.
- Headteacher commendations

Consequences of not meeting behaviour expectations could result in:

- Negative points on Class Charts
- Refocus or restorative conversations
- Ready to Learn Room
- Departmental detentions: lunch time or break time
- Whole school detentions, lunch time, break time or afterschool
- Parental phone calls from class teacher, Head of Department or Pastoral staff
- Initiation of Pupil Pastoral Folder
- Pastoral Support Plan
- Pupil Disciplinary Panel (Governor Support)
- Fixed term or permanent exclusions

## The Use of Class Charts and Ready to Learn Provision

At Ysgol Cwm Brombil, we have adopted the Ready to Learn whole school system to promote positive behaviour. It is a whole school system that relies on all staff using it in a fair and consistent way. The *Ysgol Cwm Brombil Behaviour Protocols* can be used to establish the right learning culture within each lesson but also offers guidance to staff on classroom management techniques.

### The aims of Ready to Learn are to:

1. eliminate disruptive behaviour so that there is a culture of Aspiration which consists of achievement, ambition and learning everywhere in the school ensuring no learning time is wasted;
2. provide clarity for staff and pupils about acceptable behaviour and the consequences of misbehaviour;
3. encourage pupils to take responsibility for their own actions;
4. enable teachers to deliver engaging and creative lessons and experiment with learning approaches without concern for behavioural consequences.

When dealing with a pupil who is not ready to learn and a reminder has been provided of classroom expectations, a total of three stages will be followed by staff. These stages are:

1. **Stage 1:** A clear warning with an award of a **Stage 1** negative point on Class Charts.
2. **Stage 2:** A second warning and a **Stage 2** negative point awarded on Class Charts. This activates a R2L refocus conversation. The class teacher may decide to carry out the refocus conversation privately with the pupil.
3. **Stage 3:** If a third infringement of classroom expectations takes place then the teacher awards the third negative point and activates the R2L **Stage 3** protocol where pupils are expected to attend the R2L provision.

Within R2L, the three stages will still apply. If pupils receive a Stage 3 in R2L, a phone call will go home and parents will be expected to collect their child from school. A fixed-term exclusion will be put in place.

Misbehaviours that are **more serious** warrant immediate removal from the lesson, to the Ready to Learn room. These include:

- swearing at a member of staff;
- violence, aggressive or intimidating behaviour;
- unsafe or dangerous behaviour;
- hitting furniture, walls, or climbing on furniture;
- deliberate causing damage to the school environment or equipment.

## Safe and Effective Intervention

According to the Welsh Government Guidance 097/2013, there may be occasion where reasonable force may be used or a pupil may need to be searched for illegal substances or weapons. This will only be done in order to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property. The school will follow the Welsh Government guidelines. All instances of physical restraint of a child will be recorded and logged with the local authority.

## Exclusions

In the minority of cases, pupil's behaviour may result in a fixed-term or permanent exclusion. Such a response is for a particularly serious incident as deemed by the Headteacher. Parents are expected to collect their child from school on the day that the exclusion is issued and documentation regarding the exclusion will be sent via post to the parent/guardian and pupil. Both parent/guardians and pupils will be expected to attend a return from exclusion meeting with the Headteacher in order to discuss the incident and set targets to avoid further exclusions from the school.

Welsh Government guidance, 'Exclusion from schools and pupil referral units' states:

1.1.1 A decision to exclude a learner should be taken only:

- In response to serious breaches of the school's behaviour policy and
- If allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

Although the guidance states that a decision to exclude a learner permanently is a serious one; and will usually be the final step in a process for dealing with disciplinary offences, it acknowledges the following:

1.1.4 There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate to permanently exclude a learner for a first or one-off offence.

These might include:

- Serious actual threatened violence against another learner or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Use or threatened use of an offensive weapon.

If a pupil is considered to be at risk of permanent exclusion, a Pastoral Support Plan may be put in place in accordance with NPT LA guidance. The school will adopt a person-centred approach to PSPs where Pupils, Parents, Staff, and all additional support agencies will be invited to be involved in writing the plan and setting of targets. However, it may not always be possible to implement a PSP if there is a quick succession of exclusions or in the case of a serious breach of our Behaviour Policy.



HEADTEACHER: MR. S. CLARKE

BERTHA ROAD  
MARGAM  
PORT TALBOT  
SA13 2AN

[www.ysgolcwmbrombil.co.uk](http://www.ysgolcwmbrombil.co.uk)

 @YsgolCwmBrombil

TEL: (01639) 760110