



Behaviour Policy 2024-2025

Start date: September 2024

End date: September 2025

Chair of governors: Mr K Lewis

Headteacher Ms L Morris

Ysgol Nantgwyn has a duty to pupils, staff and the community to create an environment where the core activity of learning is of upmost value. In order to ensure that high quality learning can take place in every lesson every day, all possible steps must be taken to ensure poor behaviour cannot take learning or learning time away. Where there are attempts by pupils to take away learning time, the following policy must be implemented consistently by all staff. There is an expectation that staff develop [positive relationships](#) with pupils.

The behaviour policy is underpinned by 3 values for all pupils:

Be ready

Be responsible

Be respectful

The classroom expectations, developed by staff, are a new addition to the policy since September.



CLASSROOM EXPECTATIONS

Pupils will...

Arrive on time and line up outside the classroom.
Remove non-school uniform before entering the class.
Not use phones or pods.
Start the lesson with books out, date, title and starter activity.
Collect or get out equipment upon lesson arrival.
Return equipment at end of the lesson.
Leave their phone in designated place when going to the toilet.
Not wear non-uniform to the toilet.
Continue their learning to the end of each lesson.
Wait to be dismissed on the bell.

Teachers will...

Welcome pupils at the door at the start of the lesson.
Have the date, title and starter activity on the board.
Have a stationery station available for pupils that need equipment.
Notify pupils where negatives or positives are awarded.
Circulate the classroom throughout the lesson providing support, feedback and questions to extend learning points.

A successful classroom environment will require both an effective and clear behaviour policy as well as effective teaching and learning. This will be underpinned by the 9Ps and the consistent expectations.

Readiness to learn

Pupils who arrive in school without the correct uniform equipment will be given the correct uniform to ensure they engage with the day productively and positively. The role of the form tutor is essential in settling pupils ready for the day with the correct equipment and attitude towards learning.

Net Zero

In order for pupils to understand that there needs to be a positive reaction to a negative incident, we have implemented a “net zero” stance on points. In order to access events, trips and off-site activities, pupils need to have a points total of 0 points or above. This will develop a culture needing to rectify instances where there has been a bad choice.

Where pupils have net zero but have a moderate to large amount of negative points, the behaviours evident in the negative points will be considered to make the decision whether the pupil can continue with the activity.

•Pupils will have the opportunity to partake in activities which will offer point rewards on a subject/school/whole school basis

Penygraig passes

Penygraig passes are issued to pupils in years 9, 10 and 11. Pupils can access the local village of Penygraig at lunchtime if they meet the following requirements:

- Parental permission is obtained from correspondence such as the Parentmail consent form
- The pupil is net zero
- The pupil is eligible (Year 10 and 11 throughout the week, Year 9 on a Friday only)

Members of the senior leadership team will review the net zero list and permit pupils access if they are eligible in accordance with the requirements above

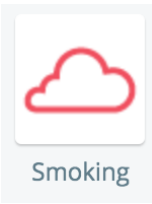
Behaviours and consequences

Behaviour	Examples (Note this is not a tariff/exhaustive list)	How to apply	Staff responsible	Outcome	Notes
+1	<ul style="list-style-type: none"> - pupil has exhibited good behaviour - pupil is ready/prepared for learning - pupil has demonstrated respect for peers/staff - exemplary behaviour in dinner hall/outside classroom - Good chat and charm - Independent learning completed 	Classcharts positive menu	Class teacher	Pupil awarded positive behaviour points.	Minimum expectation 10 positive points awarded per lesson.
-1	<p>Pupils are ready, responsible, and respectful by:</p> <ul style="list-style-type: none"> - Arriving on time, (Anything 5 minutes or more equates to truancy) - Actively learning - Sitting in the seating plan and remaining in your seat - Speaking and listening respectfully at all times and allowing others to learn - Working in silence when asked to - Not eating or drinking in class - See link for de-escalation strategy guidance. 	<p>Pupil names on board.</p> <p>Retrospective -1 on Classcharts</p>	Class teacher	<p>Class based sanction e.g. losing minutes after bell at break/lunch</p> <p>Warning is given</p> <p>Possible change of seats in class</p> <p>Short, positive conversation</p> <p>-1 recorded on ClassCharts</p>	<p>How to apply:</p> <p>Pupil names on board once awarded. Recorded on Classcharts retrospectively.</p> <p>Outcome:</p> <p>Class based teacher determined sanction</p> <p>Teacher action:</p> <p>Determined by teacher depending on behaviour example 5 minute break detention.</p>
-2	<ul style="list-style-type: none"> - R1 has been awarded and there is a persistent failure to follow school rules. 	-2 on Classcharts	<p>PC/BT for step 3</p> <p>RSL to monitor multiple instances of -2</p> <p>10:15 12:15 14:15</p> <p>This is a monitoring QA check</p>	<ul style="list-style-type: none"> - Pupil asked to leave the class for some time out - Pupil is supported by another member of staff to talk about the incident and how to find a solution so the pupil can regulate their behaviour. - If appropriate, pupil can be parked by member of teaching staff (-2P) - Member of staff may enter class to help pupil re-integrate with their learning - Member of staff adds red flag to 	<p>How to apply:</p> <p>-R2 recorded on Classcharts.</p> <p>Outcome:</p> <p>PC/RSL/BT attend class. Triage completed for pupil.</p>

				SIMS to indicate the pupil has received -2. Any other instance in class is -3	
-2P -2PA	<p>Pupil has received a -2 and has been successfully parked within the faculty/corridor area.</p> <p>Parking assist is available for single class corridors.</p> <p>A -2 has been given and assistance is required for parking the pupil either because there are no suitable classrooms in the vicinity or the pupil needs some support to get to the room.</p>	-2P Classcharts	Class teacher/PC/R SL/BT (High tariff group)	<p>Pupil parked without the need for support from additional staff</p> <p>Additional staff assistance is required as the pupil may need to be parked in a location not within the immediate area of the original classroom.</p>	
-3M -3S	<p>Pupils has either received multiple -R2s in a day or they have failed parking.</p> <p>Pupil has exhibited -R3 behaviour The following behaviours constitute a -R3:</p> <ul style="list-style-type: none"> - pupil fighting in class - pupil exhibiting extreme behaviour - pupil has become aggressive/demonstrating threatening behaviour - pupil refusing to leave the classroom when asked to do so by staff - pupil verbally abusive/swearing at a member of staff 	Classcharts	Behaviour team	<p>BT to triage</p> <p>Pupil goes to reset</p> <p>Pupil is supported to consider their behaviour by another member of staff potentially through emotional support session/nurture session</p> <p>Pupil stays in reset for the remainder of the day</p> <p>Pupil completes same day after school detention</p> <p>Pupil has positive restorative discussion with classroom member of staff</p> <p>Where there are instances of verbal abuse directed towards a member of staff, the pupil will be placed into reset, pending reflect the following day with a restorative during registration on the day that they return to lessons.</p> <p>More information about reset is below in the appendices.</p> <p>Please note that this is in a trial period for the final summer half term.</p>	<ul style="list-style-type: none"> - All pupils to have after school detention same day - Parents to receive Parentmail immediately outlining the provision and its conditions - Pupils will not leave the provision for lunch - Pupils will be escorted to the toilet - Pupils failing reset will receive a -4 - A fixed term exclusion will be considered for cases of -3s, particularly where it is a repeated incident.
-4	Should a pupil fail in reset, this will result in an immediate meeting with parents	BT Classcharts	BT	Parental meeting Isolated with SLT until parental meeting	
Lateness	If a pupil arrives late	SIMS	Class teacher	Record mins late on sims and update pupil mark. If truancy has been issued, update Classcharts as pupil present.	
Truancy	If a pupil is not physically in front of you when marking the register	Classcharts	Class teacher BT to pick-up truancy	<p>Issue the truancy on Classcharts</p> <p>Mark as N on sims</p> <p>Truanting pupils will be brought to classrooms - teacher to decide whether pupil enters. If no, pupil is parked in a suitable room.</p> <p>Graduated response to truancy:</p> <p>Truancy 1 - as above</p> <p>Truancy 2 - as above with call to parents</p> <p>Truancy 3 - into reset for the remainder of the day and meet with parents</p>	This must happen immediately as this is a safeguarding concern

Mobile phone	- Pupil has had a warning and mobile phone has been used for the second time.	Classcharts	Behaviour team	Mobile phone removed by team. If not, reset allocation until parents can attend to collect.	Mobile phone must be taken to reception
-2 Rec	Pupils are not ready, responsible, and respectful at breaktime. The Rec time -R2 is submitted for behaviour which would warrant the threshold of an after school detention.	Classcharts	Member of staff on duty	Monitored by HoS.	

High tariff behaviours

Negative behaviour	Button	Action	Consequence
Smoking on site – Use the Classcharts button to indicate a pupil smoking		Pupil collected by behaviour/school team and placed in Reset for investigation.	Parental meeting Agency referral FPN for smoking on site where eligible
Vaping on site – Please use the smoking button but outline that the incident was related to vaping			

The school will impose proportionate sanctions up to and including permanent exclusion in respect of high tariff behaviours in school/on school site. These include, but are not limited to, substance misuse, aggressive/violent/dangerous behaviour, persistent anti-social behaviour.

Team expectations:

Teachers	<p>Where there is persistent disruption to lessons, HoF will need to assist with teaching staff to establish how best to move forward by working with the pupil and parents. HoF can establish this information from the weekly reports generated by Classcharts.</p> <p>The behaviour team can assist with strategies if required. See behaviour team.</p>
Behaviour team	<p>Daily Review and resolve classcharts incidents focussing on -3M, -3S and -2 for step 2 and 3 pupils. AM and PM behaviour review meeting</p>
HoF/DHoF	<p>Daily Support teaching within faculty based on behaviour report feedback as required.</p> <ol style="list-style-type: none"> 1. Invite parents to a virtual/on-site meeting where necessary 2. Offer in-class support to teacher 3. Link with HoS where there are instances of repeat offenders 4. Consult with MM (T&L) or RE/PJ (Behaviour) for additional support
HoS/School teams	<p>Daily Behaviour review 3:20pm in Reset room for CC review.</p> <p>As required Use graduated response for pupils with repeated instances of poor behaviour to develop an appropriate support package.</p>
Form tutors	<p>Daily See form tutor handbook.</p>

--	--

Links:

[Graduated response](#)

[Attendance codes](#)

Detentions

Faculties will implement break/lunchtime detentions as required.

Risk assessments

Heads of School (HoS) have identified pupils that require a risk assessment in relation to either a medical, behaviour or wellbeing need. Staff will need to familiarise themselves with the risk assessments of pupils within their classes as they outline strategies for in-class support. Risk assessments will be shared with staff. See HoS for risk assessment link reminder.

Pupils with ALN

It is essential that we as staff develop and employ effective relationships with all pupils. This means that we must learn and understand how our pupils work best and thrive in our school environment. As such, it is essential that we as staff understand the specific needs and best strategies to support pupils. It is essential that IDPs, OPP, RA and Boxall information is read and understood so that we address both positive and negative behaviour in a way that all pupils understand. This [link outlines](#) some simple strategies in order to promote positive behaviour within the classroom.

Smoking/vaping

Smoking/vaping will not be tolerated on site. We have the right to apply a penalty notice to pupils that vape/smoke on site should the vape contain nicotine. Any pupils that are caught vaping will have the vape confiscated and placed in reset. The vape will be passed on to the police liaison officer and not collected by parents.

Restrictive physical intervention

There may be instances where a pupil is putting themselves, a peer or member of staff at risk of harm or injury through their actions. The reasonable force policy and Restrictive Physical Intervention (RPI LA policy) outline the relevant actions that can be taken in instances where there are risks as outlined above. Where there is a need to use RPI as a last resort on a pupil that has a positive handling plan (PHP), all strategies should be used as outlined in the PHP prior to engaging in RPI unless they are placing themselves or others at risk. A call for senior leadership should be made in instances where the pupil demonstrates behaviours as outlined in their risk assessment which could put themselves or others at safety risk. Further guidance can be found below:

Welsh Government RPI guidance: <https://www.gov.wales/reducing-restrictive-practices-framework-html>