Pupil Behaviour Policy

2024-2025

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End date:	September 2025
Chair of governors:	Mr K Lewis
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1. Rationale

At Ysgol Nantgwyn, we strive to provide an environment where each and every pupil has the opportunity to learn and develop as an individual.

This policy seeks to ensure that teachers can teach in a respectful learning environment and that learners can learn without distraction in a nurturing atmosphere.

Positive behaviours are key to ensuring that everyone in our community is able to work to their full potential and enjoy being here.

2. Aims

This policy sets out our:

- Values
- Approach
- Expectations for pupils to follow
- Our system of rewards and sanctions

In doing so, it defines how we work together as one team in demonstrating our values of being ready, responsible and respectful so that all pupils:

- Secure the very best outcomes and experiences
- Become and be amazing human beings
- Work as a team to have a nice day, every day.

3. Principles

The principles that underpin this policy are as follows:

- All individuals take personal responsibility for their actions and the impact which they have on those around them
- We have high expectations for all – from all
- Effective communication across the school and with parents
- Restorative approaches can be used to bring about positive change in pupil behaviour
- Early actions, interventions and de-escalation strategies will be used as a proactive and preventative measure in all situations whilst in school

4. Restorative approaches

Restorative approaches can afford an opportunity for the pupil to discuss a positive way to move forward.

5. Communication

The behaviour policy will be shared routinely with pupils and parents. ClassCharts will be our main system of communication with parents.

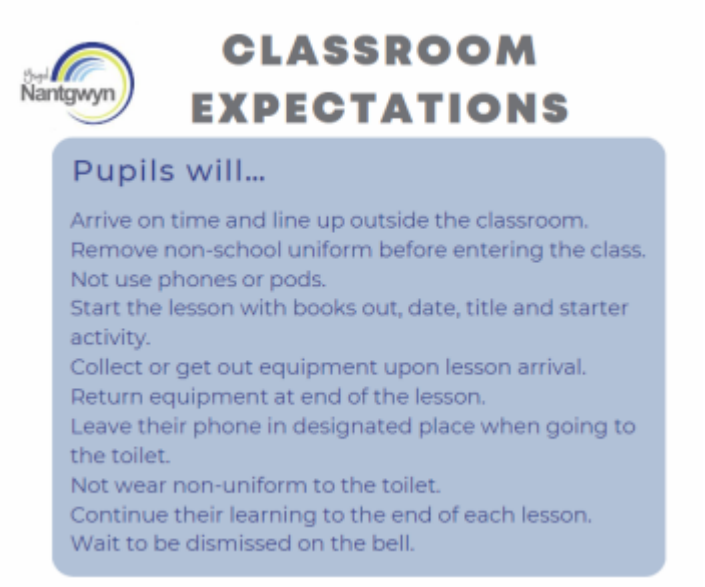
All classrooms will display the class expectations for pupils, the 9Ps and the behaviour system posters.

6. Our values: Ready, respectful and responsible

Ready	Pupils will: Participate positively in learning and giving our best Wear full school uniform Have the correct equipment Demonstrate the classroom expectations consistently Follow instructions from staff Be on time Learn from mistakes Allow their personality, talents and abilities to shine
Respectful	Pupils will: Use good language and tone and demonstrating our positive 'chat and charm' Listen to and responding appropriately to the views of others, their rights and values Show appreciation and kindness Act in a non-discriminatory way Look after our school environment and community Take pride in being in #teamnantgwyn
Responsible	Pupils will: Keep themselves, and others, safe at all times Speak to their 'go to' person when you do not feel safe or are worried about anything Learn, and allow others to learn, at all times Use IT equipment appropriately Look after our equipment and our environment Look after each other nicely Do the 'right thing'

7. **Classroom expectations**

The classroom environment should be a place of positive and productive learning at all times. The following poster will be displayed in all classrooms so that pupils are clear about expectations for them.



8. **Equipment list**

Pupils are expected to bring necessary equipment with them to school:

- a blue/ black writing pen
- a spare pen
- a green pen
- a pencil
- a ruler
- a rubber

9. **Uniform**

Pupils are expected to attend school wearing the correct uniform.

10. **Positive points and rewards**

Pupils will routinely be rewarded for demonstrating our values of being ready, respectful and responsible and, as a school, we will celebrate high achievement in this respect.

Pupils may be awarded positive points in a variety of different ways.

Being ready, respectful and responsible

Pupils can gain positive points for demonstrating our values in the classroom, in the corridors and around the school.

Attendance
Pupils can gain positive points for good, excellent and improved attendance.

Independent learning and approach to learning
Pupils can gain positive points by completing their independent learning tasks at home and submitting them to staff, as well as their approach to learning over time.

Positive points can be exchanged for rewards in our 'reward shop'. Available items in the award shop are decided by the pupil leadership team for lower, middle and upper school and reviewed regularly.
Our celebration assemblies, certificates and 'hot chocolate with the head' provide further opportunities for recognition of pupils' wider achievements. These are nominated by members of staff.

11. 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 net points total of 0 points or above.

Where pupils have had negative points within the half term for serious incidents (-3s) but still have a positive balance, we will consider the nature of the behaviours seen in school and the school may determine that the pupil cannot access events, fixtures, trips and off-site activities despite having net zero.

All points are reset to 0 each half term.

12. Penygraig passes

Penygraig passes are issued to pupils in years 9 (Friday only), 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 ClassCharts consent form
- The pupil is net zero

The monitoring period for net zero will be based on points acquired since the start of the half term.

Where a pupil is late back from Penygraig, their pass will be removed as follows:

- First time – one day removal
- Second time – one week removal (three days for year 9)
- Third time – full removal to the end of the half term or two weeks, whichever is greater.

13. Behaviour model

New	Examples (Note this is not a tariff/exhaustive list)	Sanction	Additional notes	Communication
+1	Pupil is demonstrating school values.	N/A	Pupils may be awarded one or more positive points.	Recorded on ClassCharts.

-1	Pupil is not demonstrating school values in class.	Classroom based	Pupil is told that they are not demonstrating our values, that they need to correct their behaviour and given a suitable amount of time to do so.	Not recorded
-2	Pupil continues to not demonstrate school values in class.	Classroom based	At this level there are two outcomes: - Pupil has reflection time outside the classroom and returns to the classroom - Pupil remains in the classroom at teacher judgement	Recorded on ClassCharts.
-2PA	Pupil continues to not demonstrate school values in class and needs to be parked.	Classroom based	Pupil will be collected by on-call provision and taken to a whole school parking classroom. The following sanctions are likely to be applied for accrual of -2PA: - Individual discussion in form time - School team discussion with the pupil - Place in either lunch or after school detention (3x-2 within a week) - Place the pupil on report for all subjects - Place the pupil on report for individual subjects - Arrange a parental discussion/meeting - Should a pupil deliberately and repeatedly avoid the detention sanction, this will be escalated to a parental meeting and then further to reset.	Recorded on ClassCharts
Truancy	Pupil is more than ten minutes late to a lesson without authorisation from another member of staff.	Reset	Pupil is taken to reset for six lessons. A truancy carries a -2 points value. The following sanctions are likely to be applied for accrual of truancies: - Individual discussion in form time - School team discussion with the pupil - Place the pupil on report for all subjects - Place the pupil on report for individual subjects	Recorded on ClassCharts

			- Arrange a parental discussion/meeting - Pupil truancy risk assessment	
Multiple	Pupil has 2 x –2s in a day.	Reset	Pupil is taken to reset for six lessons.	Recorded on ClassCharts
-3	The following behaviours are examples of serious incidents: - Fighting in a classroom or corridor - Damage to property - Instances of swearing between pupils - Vaping This is not a definitive list	Reset	Reset for six lessons *At times, the severity of these incidents may result in a higher level sanction.* *These incidents may be reported to the police. All allegations of a criminal nature will be reported to the police.*	Recorded on ClassCharts
-4	The following behaviours are examples of significant incidents: - Theft - Dangerous behaviour towards a member of staff - Verbally abusive towards or about a member of staff - Verbally abusive with regard to a protected characteristic - Failing reset This is not a definitive list	Fixed term exclusion	Fixed term exclusion Welsh Government guidance will be applied. *At times, the severity of these incidents may result in a higher level sanction.* *These incidents may be reported to the police and other relevant agencies. All allegations of a criminal nature will be reported to the police.*	By letter to pupil and parent
-5	The following behaviours are examples of severe and potentially dangerous incidents: - Serious actual or threatened violence against another pupil or a member of staff - Sexual abuse or assault - Supplying an illegal drug - Use or threatened use of an offensive weapon	Permanent exclusion	Permanent exclusion Welsh Government guidance will be applied *These incidents may be reported to the police and other relevant agencies. All allegations of a criminal nature will be reported to the police.*	By letter to pupil and parent

	This is not a definitive list			

In respect of exclusions, fixed term or otherwise, Welsh Government guidance will be followed:
https://www.gov.wales/sites/default/files/publications/2019-11/exclusion-from-schools-pupil-referral-units.pdf

14. **Pupil needs**
    In line with the Equality Act 2010 and ALNET 2018, reasonable adjustments and/or additional learning provision (ALP) will be made for pupils with protected characteristics and/or ALN.

15. **Banned items**

- Energy drinks including whey protein supplement
- Canned or bottled fizzy drinks
- Aerosols of any kind
- Chewing Gum
- Laser pens
- Alcohol
- Tobacco or cigarettes, smoking paraphernalia of any kind, including vape/e-cigarettes
- Drugs (including paraphernalia) of any kind
- Psychoactive substances (formerly legal highs)
- Anything that could be used as a weapon

16. **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. In these exceptional circumstances, restricted physical intervention may be used.

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

APPENDICES

APPENDIX I: Further information on linked provision

Reset	
Aims	• To provide a workspace for pupils to complete work when their behaviour has been such that they cannot continue in their timetabled lessons.
Overview of use	• Pupils will access reset when they have received 2x-2 or a truancy or a -3S. Pupils will access reset for 6 consecutive lessons.
Rationale	• Where pupils are dysregulated and require space and time to regulate, the reset room affords them this opportunity. Pupils in reset complete classwork set by the member of staff within the reset provision.
Additional points of feedback	• Information shared in daily consequences sheet. • Reset do not follow the same timetable as the rest of the school (breaktime, lunchtime and toilet times differ).

Q room	
Aims	• Q room (Quiet room) provision has been created to support identified pupils with a quiet and 'safe' space in which to complete work. These pupils will have a Q room pass. • The room is staffed throughout the day and access is limited to timetabled pupils or pupils that are allocated by a senior member of staff. Pupils eligible include those that are experiencing high emotions related to an incident but are fully regulated and are in need of a non-mainstream space in which to complete classwork, pupils that need scheduled short 'time out' breaks (related to self-regulation and building a toolkit for emotional development) and those that have a timetabled support session with the lead member of staff to support pupils with their emotional literacy.
Overview of use	• As outlined, the provision is allocated to pupils on both a timetabled basis and on a needs analysis by the lead member of staff on-call. • Pupils may also be referred into alternative provision throughout the day where their needs present that they are not managing their timetabled sessions well. • Q room is allocated where a pupils' needs present that they would benefit from this provision eg by needing a proportion of the day with a reduction in stimulus. • Individual pupil reviews are undertaken and where a pupil presents as being able to reduce this provision and increase mainstream provision. This is done on a case by case basis. Similarly, this can be opposite to this case. • Additionally, pupils may be referred into this provision for a very short period of time where there is an issue with them accessing mainstream provision. This can happen for a variety of different reasons.
Additional points of feedback	• Information shared in consequences sheet • The use of the room is monitored by the lead in a thorough and robust way so that pupils' use of the room is appropriate and only during times of need. Through monitoring, any

	patterns in terms of timetables are identified and the lead will actively seek solutions working with HoF.

Alternative provision	
Aims	• The provision aims to enhance the emotional literacy skills of identified pupils via small group work in activities such as horticulture.
Overview of use	• The pupils accessing this provision are doing so via the behaviour graduated response and have accessed a range of provisions to improve behaviour, attendance and reduce exclusions (Step 2 and Step 3 provision). Provisions include mentoring, Boxall review, PERMA analysis triangulation and emotional literacy support. • The process is structured for pupils by bespoke timetable changes, behaviour support and outdoor therapeutic 'green' sessions. The pupils benefit from a full-time curriculum provision with adaptations for their individual needs. The base offers an academic space, quiet area and an outdoor well-being and horticulture area.
	• The exit and entry criteria allow pupils to access the provision on a timetabled basis but also create an as and when needed provision to allow pupils to self-assess their regulation status. We have interim reviews each half term to review groupings but also can review as needed based on pupils being on a Step 2 or Step 3 behaviour report. • Pupils may also be referred into alternative provision throughout the day where their needs present that they are not managing their timetabled sessions well. • The alternative provision timetable has been shared with all staff via Friday bulletin and is in the Wednesday briefing notes.
Additional points of feedback	• Information shared in consequences sheet

Appendix II: Restorative discussions

Restorative discussion	
Aims	• Restorative approaches can afford an opportunity for the pupil to discuss a positive way to move forward.
Overview of use	• These can take place after an incident. They typically happen in registration time and are facilitated by another member of staff.
Rationale	• It allows a pupil to identify a positive way to move forward.

Appendix III: Behaviour model poster for classrooms