



YSGOL GYMUNED

FERNDALE
COMMUNITY SCHOOL

BEHAVIOUR MANAGEMENT & EXCLUSION POLICY

Pupils and Curriculum Governors
Spring Term 2014

BEHAVIOUR MANAGEMENT AND EXCLUSIONS POLICY

SECTION 1: BEHAVIOUR MANAGEMENT

Purpose

Good behaviour and effective learning go together. Just as we teach and model effective learning in the subjects of the curriculum it is essential that we model and teach the excellent behaviour for learning we expect our students to display.

The behaviour for Learning Policy provides a clear set of expectations for those who belong to our school community and a framework for consequences and rewards.

The main aim of the policy is to promote excellent behaviour throughout the school community so that:

- Every student will be able to improve significantly on his/her previous best.
- Every student will learn to become an effective, independent, self-motivated learner.
- Every student will develop confidence and expertise in literacy and communication skills to do well in all areas of learning.
- Every student will be able to take advantage of the school's identity as a community focused school and as a centre of excellence for learning.
- Every student irrespective of needs will be given the best opportunity to learn, with relevant support provided if required.

Scope

The policy and procedures set out to:

- Define expectations with regard to behaviour for learning clearly to staff and students.
- Recognise that praise plays a very significant part in improving behaviour for learning and define a clear, common rewards system.
- Present a series of consequences and sanctions which follow if students do not follow the code of conduct and display unacceptable behaviour.
- Provide a clear system for monitoring and tracking behaviour for learning at whole school and individual levels.
- Make clear the roles and responsibilities of all staff in managing behaviour and implementing rewards and sanctions.
- Make clear the links between the school procedures and the criminal justice system where appropriate.

Principles

All students are valued equally whatever their personal circumstances. All relationships within the school community should be founded on mutual respect and high self-esteem. Ferndale Community School aims to create an ethos where:

- Every student has highest expectations and demonstrates a commitment to learning.
- Every student can reach his/her full potential in a supportive, secure and stimulating learning environment.
- Every student learns to take responsibility for his/her own behaviour, to take pride in behaving well and to respect others.
- Every student is encouraged to make to right choice in regards to their behaviour and given an opportunity to correct the course that they are on and effect the outcome.
- Every student feels valued and knows that poor behaviour will be dealt with firmly and fairly.
- No one tolerates bullying, harassment or abuse of a physical or verbal nature, including racial or sexual harassment.
- Deliberate violence, which may hurt or endanger others or cause damage to property, is understood by all to be totally unacceptable.

At Ferndale Community School our task is to set the highest standards in school and not allow factors outside school to excuse poor and unacceptable behaviour in school.

Rewards and Praise

Praise plays a very significant part in improving behaviour for learning. Recognising achievement in various high profile ways at classroom, team and whole school level will have a significant impact on behaviour for learning.

Reward	Purpose
1. Merits for High Levels of attendance as well as Focus, Commitment and Success (FCS). 1 awarded for each every lesson	To promote the importance of good attendance, punctuality and attitude to learning
2. Year group Assemblies/Achievement Assemblies	To promote recognition of a variety of qualities.
3. Use of Twitter, Plasma screens and Website	To celebrate publically
4. School Presentation Evenings and Family Assemblies.	To highlight student's achievements for a wider audience.
5. System for praise postcards, letters and phone calls home	To promote positive attitudes to learning through tangible rewards.

The Ferndale Community School Excellent Lesson

(What students can expect from teachers)

- The teacher arrives at lessons on time.
- Lessons and resources are well prepared.
- The teacher establishes a clear routine at the beginning of the lesson for entry to the classroom, uniform check and organisation of the teaching spaces – including a seating plan.
- The register is taken and late arrivals recorded.
- The teacher settles the class and announces that the lesson has started.
- The teacher recaps on previous learning and highlights the learning objectives at the start.
- The teacher follows the consequences system clearly and calmly where students do not follow instruction.
- All lessons will begin with a starter activity and end with a plenary which refers to the learning objectives.
- Lessons will offer a variety of learning styles.
- Different abilities within each class are catered for and every pupil is given the opportunity to succeed.
- All pupils will be challenged but not stressed by the level of the work.
- Literacy skills will be developed during every lesson.
- All pupils will receive feedback regarding progress and are clear about how to improve their work.
- Opportunity is given for paired and group work with peer and self marking etc... being part of assessment for learning
- Students will be rewarded for significant achievement and improvement.
- The teacher establishes a clear routine for the end of the lesson including: collecting all equipment; checking desks and walls for graffiti, removing any litter; asking all students to stand behind their chairs where appropriate and dismissing the class with a positive comment.
- Simple, clarified rules displayed in every room and in corridors and reinforced.
- All books are marked in line with the school marking policy.

Pupils should be supported to discuss concerns regarding the above with their Achievement Leader, Head of Department, Form Tutor or member of SLT. The relevant member of the SLT is ultimately responsible for ensuring that pupil concerns are addressed in an appropriate manner and that the pupil receives feedback within 48 hrs.

Pupil feedback regarding Teaching and Learning is a regular part of Department Reviews and information provided will form part of the Review Judgement. The Head of Department will address any issues highlighted with support from Line Manager.

(What staff can expect from students)

- Pupils are expected to wear full school uniform.
- They are expected to attend all lessons, arrive on time and not leave without a permission slip.
- Planners should be bought to every lesson and signed by parents weekly.
- Pupils are expected to behave appropriately in class at all times.
- Pupils are expected to keep mobile phone or personal hi-fi out of sight unless directed by a member of staff to be used as a resource during a lesson.
- Pupils are expected to speak respectfully towards teachers and fellow students.
- Pupils are expected to use computers appropriately in lessons.
- Pupils are expected to behave respectfully in the corridors.
- Basic equipment is to be brought in.

Consequences

If the above expectations are not met then pupils can expect to progress through the following sanctions (staged sanctions within one lesson):

B1	Formal Warning	name on board and a record made in planner
B2	Move Places	tick next to name and a record made in planner
B3	Lunchtime detention	referral to subject/ curriculum leader
B4	Internal Exclusion	Instant removal

NB. Low level disruption will be tracked weekly and a sanction awarded where appropriate e.g. 5 X B1's awarded to a student within a week will result in an after school detention.

Failure to attend a lunch time detention will result in an after school detention. Failing to attend and after school detention will result in a B4 being awarded.

N.B. Reminders and clarification regarding the Behaviour Management System are provided regularly and pupils are encouraged to make good choices at every stage. It is within the teacher's discretion regarding the way in which pupils are encouraged to make a positive choice e.g. 'time out' of a team Game, swapping roles in a Science practical session – an activity to provide 'thinking time'/ pause for thought when required.

Removal to the Internal Exclusion will be immediate for:

- Serious poor behaviour outside of lessons
- Behaviour towards others which is considered dangerous
- Damage to, or theft of, school property or that of others

NB Serious examples of any of the above could result in fixed-term or even permanent exclusion.

Parents/ guardians will be contacted following use of the B4 sanction. Return to the Internal Exclusion room three times in a half term will trigger off a series of fixed – term exclusions. Misbehaviour whilst in the Internal Exclusion room, refusal to accept the sanction or leaving the room without permission will result in a fixed term exclusion.

Sanctions awarded for incompleteness of Homework are outlined in the Homework Policy

Communication is a must

- HoD's and Achievement Leaders to share responsibility
- Use SIMs to "code" pupil's behaviour, both good and bad.
- SENCo to be "in the loop" and accessible to Hoys, AL's and Form Tutors.
- Individual cases of poor behaviour will be dealt with and judged on the evidence obtained, **including pupils with special educational needs.**
- Consideration will be given to a pupil being permanently excluded if he/she is violent towards a member of staff and the member of staff was the intended victim of the assault.

Behaviour in the School Community when students are not in lessons

- All members of the school community will walk on the left in corridors and behave sensibly at all time.
- Students will only be allowed out of lessons for a very good reason. Students can expect to be challenged if they are out of lesson, and be escorted back to where they should be.
- Students who are not in the lesson they should be, can expect a sanction. Students who persist in not attending lessons can expect further action involving outside agencies if necessary. Heads of Department are responsible for the corridors in their subject area, and should support subject staff in this role.
- Ferndale Community School is a no smoking site for visitors, staff and students. Students can expect a sanction for smoking, to be decided by their Head of Year.

All staff should insist on responsible behaviour. When asking students to modify their behaviour in the wider school community, all staff should do this in a clear calm way. Staff should always do this in a way which is clear about expectations but does not use derogatory, aggressive or demeaning verbal or body language towards the student (in accordance with the Child Protection Policy)

Pupil Exclusion Room

- Students will be isolated from their peers and follow a programme of work.
- Break and lunch times may vary from the normal school day.
- Parents / Carers will be contacted in all cases if a student spends time in the supervision room.
- Failure to comply with expectations for behaviour whilst in the exclusion room will result in a fixed term exclusion.

SECTION 2: EXCLUSION PROCEDURES

Permanent exclusion should be viewed as a last resort, except in dealing with serious offences.

Schools are advised to have the following in place:

- A written Behaviour Management Policy (as above)
- Appropriate training for staff via induction programmes/INSET in the management of pupil behaviour. Behaviour Support / Inclusion / Referral Procedures

Exclusions - Avoiding Problems

In order to ensure all exclusions are upheld by Governors and the L.E.A. it is essential that the school can demonstrate that the procedures have been correctly followed and are 'fair and unprejudiced'. If procedures are not clear and adhered to by all staff the Governors, the L.E.A. or an Appeal's Panel will overturn the Headteacher's decision.

Ensure that the Code of Practice for the Identification and Assessment of Children with Special Educational Needs (Welsh Office Circular/94) has been followed through each of its stages (SENCO responsibility)

The following are not deemed 'good grounds' for an exclusion:

1. Lack of resources to meet the individual's needs.
2. Inability to conform with uniform requirement or unwillingness to comply on cultural or religious grounds.
3. Breaking of home - School contract or agreement.
4. Truancy or non-attendance.
5. Pregnancy.
6. Medical concerns. The Headteacher should consult the Local Medical Authority.

The school should ensure all documentation and the relevant steps have been taken before a pupil is presented to the Headteacher.

Individual pupil files should provide:

- Adequate documentation - ordered and highlighted,
- Should be presented with recommendations from the relevant Achievement Leader as to the best course of action, in their opinion.

Exclusions

Fixed Term Exclusions.

Agreed between Senior Managers.

The student must be formally excluded by the Head or a Senior Manager.

Senior Manager to be responsible for sending letter home in line with Welsh Assembly Government (W.A.G) guidelines. The administration will be carried out by the Internal Exclusion Manager and all systems updated as required.

Two to five days

- Senior Manager must produce evidence - file/diary of events and a fully investigated case - (SIMS).
- Recommendation to Head.
- Senior Manager responsible for letter and contacting of parents.
- Senior Manager responsible for L.A. Form
- Under the guidance of Senior Managers the HOY's will be responsible for collating and providing work.

Six to fifteen days

- Senior Manager discuss with Head.
- Headteacher to make decision.
- Senior Manager to inform home by letter and telephone - L.E.A.
- Under the guidance of Senior Managers the HOY's will be responsible for collating and providing work.

Fifteen - Permanent - Headteacher

Administration for the above will be completed by the Internal Exclusions Manager under the guidance of a SLT.

Governor Disciplinary Committee

Students who are deemed at risk of fixed / permanent exclusion will meet with this committee. They will attend with their parents / carers.

Fixed Term Exclusion

The following are examples only – they are not an exhaustive list.

- Physical violence towards another student.
- Derogatory and/or discriminatory verbal violence towards another student.
- Verbal violence or abuse towards a member of staff.
- Disruptive behaviour in the supervision room.
- Racial/sexual harassment.
- Bullying.
- Theft.

Permanent Exclusion

These offences will normally lead to a permanent exclusion

- Carrying an offensive weapon.
- Physical violence towards a member of staff.
- Arson.
- Extortion.
- There will be occasions when violence towards another student or bullying could lead to permanent exclusion.
- The supplying of illegal drugs on the school premises on school transport or during the school day.

Please refer to 'Exclusions Policy' for school procedures.

Liaison with the Criminal Justice System

Ferndale Community School has a Community Police Officer linked to the school. They will advise of any concerns regarding student issues in the community. Many of the offences listed under fixed term and permanent exclusion categories are also criminal offences. The school will work closely with the police to establish the appropriate response to breaches of the Charter. Students may find themselves subject to a criminal and as well as a school-based investigation and in exceptional circumstances may find themselves facing consequences under the criminal justice system.

Under section 115 of the Crime and Disorder Act, the school can share information with the Police. The school is able to refer to the Police for Antisocial Behaviour by students and parents on the school site. Similarly the Police can request information from the school if a child is causing concern in the community.

The Travel Behaviour Code

Introduced in January 2010 the school fully supports its introduction and recognises its role and responsibilities within the Code. For example pupils and parents will be made aware of their rights and responsibilities as posted on the School Website.

