



# **RHYL HIGH SCHOOL**

## **POLICY DOCUMENT**

### **Behaviour Policy**

Approved by : .....

HEADTEACHER

CHAIR OF GOVERNORS

Date: .....

Review Date: .....

**Behaviour and discipline policy.**  
**Summary of Amendments – February 2017.**

Front cover – replace old logo with new school logo.

pg 2, 3, – Expectations Out of the Classroom – replace ' progress managers' with Head of House/Year.

pg 3 – Consequences – Serious incident in the classroom – replace 'pupil sent directly to the quiet room' with SLT On Call requested to escort pupil to the isolation room.

pg 3 – Consequences – Further disruption following referral – replace 'Referral to Mr D I Evans' with Referral to member of Senior Leadership Team for further investigation.

Pg 3 – progress managers – replace with Head of House/Year.

pg 3 – Detentions – Final sentence, replace and add in 'If a pupil does not successfully complete the detention at the first attempt, a phone call home will be made by the teacher issuing the detention. If a pupil does not complete the detention following the 2<sup>nd</sup> attempt, the Head of House will make a phone call and the detention will be rearranged and escalated.

If non-compliance with successfully completing detentions continues, parents will be contacted by a member of the Senior Leadership Team, parents will be requested to attend a meeting to discuss this issue, and 1 day in isolation will be issued along with the rearranging of the original detention.'

Pg 3 – Behaviour Pathways – replace with Behaviour Structure. Final sentence replace 'behaviour pathway' with behaviour structure.

Amendment to original table.

<b><u>Stage</u></b>	<b><u>Action</u></b>	<b><u>Intervention</u></b>	<b><u>Possible Outcome</u></b>
<b>Stage 1 (S1)</b> Concern at number of referrals.	Parental meeting. Pupil placed on report (monitoring period 2 weeks). Specific targets set. Referral considered to external agencies for assessment.	Identify possible triggers for behaviour. Report card monitored. Behaviour tutorials. Any other relevant interventions identified.	Improvement – reduction in referrals, pupil is taken off report. Little progress – 1 week extension of S1. Continued concern – Progress onto S2.

<p><b>Stage 2 (S2)</b> Extension of individual behaviour report due to deteriorating pattern of behaviour.</p>	<p>Pupil continues on report (4 weeks). Parental meeting held every 2 weeks. Review of targets and interventions. Referral to relevant external agencies</p>	<p>Identify possible triggers and interventions put into place. Consideration of personalised curriculum. Report card monitored daily. Review of risk of progress onto S3.</p>	<p>Improvement – pupil moves back to stage 1. Little progress – 1 week extension of S2. Continued concern – progress onto S3 Behaviour Contract.</p>
<p><b>Stage 3 (S3)</b> Behaviour contract</p>	<p>Pupil continues onto S3 report (6 weeks). Parental contact each week, with review meeting held every 2 weeks. Referral to DCC Behaviour Support. Behaviour Support Plan (BSP) put in place. Referral to additional relevant external agencies</p>	<p>Identify possible triggers – modifications to timetable if necessary. One to one with school based counsellor. Targeted behaviour interventions. Personalised curriculum provision.</p>	<p>Improvement – pupil moves back to stage 2. Little progress – 2 week extension to Behaviour contract. Continued concern – pupil progresses onto Stage 4 5 Strike contract.</p>
<p><b>Stage 4 (S4)</b> 5 Strike contract.</p>	<p>Pupil continues on report (10 weeks). Parental contact daily if non-compliant, with review meeting held every week. BSP revisited and adapted. Referral to additional relevant external agencies.</p>	<p>Increased individual and group intervention sessions. Review individual intervention plan. One to one with school based counsellor. Personalised curriculum provision and possible reduced timetable.</p>	<p>Improvement – pupil moves back to stage 3. Continued concern – pupil issued with strikes as necessary. Interventions to continue in between each strike.</p>

Pg 5 – Use of exclusion - Exclusion is usually the final step in the process, once the pupil has progressed through Stage 1, 2 and 3 and has received 5 strikes. – Add in stage 4.

---

## **Rhyl High School Behaviour and Discipline Policy (Amended February 2017)**

We are committed to provide a caring, friendly, safe and orderly environment for all of our students so that they can learn in a happy, secure atmosphere which is conducive to effective learning and where all pupils are able to contribute positively to the school community, society at large and achieve their potential

Pupils should;

- Recognise the necessity for rules and codes of behaviour.
- Know and abide by such expectations
- Be encouraged to develop self-discipline and take responsibility for their actions.

### **Expectations and Values**

#### **Expectations in Lessons**

Teaching and learning are the core activities at Rhyl High School. Good behaviour, therefore, is vital to ensure that teachers may teach effectively and that all pupils may have an equal chance to learn and to reach their potential.

At the start of lessons pupils are expected to follow the “Are you prepared ...?” guidelines

- Line up quietly
- Bring the correct equipment to the lesson
- Put your mobile phone/ipod/earphones away
- Be punctual to lessons

During the lesson pupils are expected to follow some basic principles:

- Be polite, listen and follow instructions without delay
- Follow safety rules
- Be aware of their targets, and where they currently are at for each subject and what you need to do to get better
- Ask questions and learn to the best of their ability
- Let others work without interruption
- Try their best

These principles are outlined throughout the school through the posters displayed in each room through the “Progress to Success – 5 times a day”.

## **Expectations Out of the Classroom**

Pupils are expected to move round the school in a sensible and orderly way, following the systems put in place.

Any behaviour that causes concern outside the classroom, e.g. break or lunch time, a member of staff will issue a BPM on Behaviour Watch which will be referred to the appropriate **Head of House/Year**.

## **Rewards**

Rewards for good behaviour and work are very important in reinforcing these expectations. Rewards are applied in terms of house points through Behaviour Watch. It is the responsibility of individual classroom teachers to issue house points, and these are given at the teacher's discretion. There are also various reward trips which are organised for those pupils who meet expectations for attendance, behaviour and homework.

The issue of HP's is monitored half termly by **Head of House/Year**.

## **Responsibilities**

It is the responsibility of all members of staff to operate school policy consistently and fairly. Consistency of standards and application of suitable sanctions is essential for the maintenance of a good learning environment. All members of staff can help in this process.

## **Consequences**

If a pupil does not follow the classroom rules, then there is a clear system in place:

1st incident within the classroom

2nd incident within the classroom

3rd incident within the classroom

4th incident (in classroom pupil has moved to)

Polite warning given

NTI issued (Yellow card)

B1 issued (orange card)

Pupil sent on internal referral

15min detention set by class teacher

B2 issued (red card)

Pupil sent to the quiet room for the remainder of the lesson

1 hour detention set (parents contacted by telephone or letter)

B2 issued (red card)

**SLT On Call requested to escort pupil to the isolation room.**

Serious incident in the classroom

Further disruption following referral	1 hour detention set (parents contacted by telephone or letter) Referral to member of Senior Leadership Team for further investigation.
Serious incident (in or out of lesson)	B3 issued Internal isolation within school
Serious incident (in or out of lesson)	B4 issued External exclusion from school

The accumulation of B1 to B4 are monitored weekly by progress managers and discussed within their QA sessions with the Assistant Head – the pattern of these accumulations will be the trigger for progression within the behaviour system.

### Detentions

Pupils should not be kept for detention without notifying parents. If a pupil receives a detention then this is recorded on Behaviour Watch and letters are sent to parents informing them of the date and time of detention.

If a pupil does not successfully complete the detention at the first attempt, a phone call home will be made by the teacher issuing the detention. If a pupil does not complete the detention following the 2<sup>nd</sup> attempt, the Head of House will make a phone call and the detention will be rearranged and escalated.

If non-compliance with successfully completing detentions continues, parents will be contacted by a member of the Senior Leadership Team, parents will be requested to attend a meeting to discuss this issue, and 1 day in isolation will be issued along with the rearranging of the original detention.

### Behaviour Structure

At each stage of the behaviour process pupils are supported to enable them to improve their behaviour and make the right choices. However, if a pattern of behavioural issue is identified that is not rectified through intervention pupils will progress through the behaviour structure.

Amendment to original table.

<b><u>Stage</u></b>	<b><u>Action</u></b>	<b><u>Intervention</u></b>	<b><u>Possible Outcome</u></b>
<b>Stage 1 (S1)</b> Concern at number of referrals.	Parental meeting. Pupil placed on report (monitoring period 2 weeks). Specific targets set. Referral considered to external agencies for assessment.	Identify possible triggers for behaviour. Report card monitored. Behaviour tutorials. Any other relevant interventions identified.	Improvement – reduction in referrals, pupil is taken off report. Little progress – 1 week extension of S1. Continued concern – Progress onto S2.
<b>Stage 2 (S2)</b> Extension of individual behaviour report due to deteriorating pattern of behaviour.	Pupil continues on report (4 weeks). Parental meeting held every 2 weeks. Review of targets and interventions. Referral to relevant external agencies	Identify possible triggers and interventions put into place. Consideration of personalised curriculum. Report card monitored daily. Review of risk of progress onto S3.	Improvement – pupil moves back to stage 1. Little progress – 1 week extension of S2. Continued concern – progress onto S3 Behaviour Contract.
<b>Stage 3 (S3)</b> Behaviour contract	Pupil continues onto S3 report (6 weeks). Parental contact each week, with review meeting held every 2 weeks. Referral to DCC Behaviour Support. Behaviour Support Plan (BSP) put in place. Referral to additional relevant external agencies	Identify possible triggers – modifications to timetable if necessary. One to one with school based counsellor. Targeted behaviour interventions. Personalised curriculum provision.	Improvement – pupil moves back to stage 2. Little progress – 2-week extension to Behaviour contract. Continued concern – pupil progresses onto Stage 4 5 Strike contract.
<b>Stage 4 (S4)</b> 5 Strike contract.	Pupil continues on report (10 weeks). Parental contact daily if non-	Increased individual and group intervention sessions.	Improvement – pupil moves back to stage 3.

compliant, with review meeting held every week. BSP revisited and adapted. Referral to additional relevant external agencies.

Review individual intervention plan. One to one with school based counsellor. Personalised curriculum provision and possible reduced timetable.

Continued concern – pupil issued with strikes as necessary. Interventions to continue in between each strike.

Referrals to the LA Behaviour Support team, SPLO, ESW, Educational Psychologist and/or other supporting agencies may be made where appropriate to ensure that the pupil receives any necessary support to try to ensure that their behaviour improves.

### **Use of Exclusion**

Exclusion is the means by which a Headteacher and the Governing Body can withdraw the right of a pupil to attend the school, whether for a fixed period, or permanently on disciplinary grounds.

A decision to exclude a child permanently is a serious one and should only be taken:

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

Exclusion is usually the final step in the process, once the pupil has progressed through Stage 1, 2, 3, 4 and has received 5 strikes. At 4 strikes the LA Behaviour Support team will meet with the pupil and parents and the option of a eight week managed transfer is discussed.

In exceptional circumstances the Headteacher may make the judgement to permanently exclude a child for a one off offence. These may include:

- Serious violence against pupils or staff
- Sexual abuse or assault
- Using or threatened use of an offensive weapon

### **Examples of Behaviour**

These lists give examples of the types of behaviour which will lead to NTI and B1 referrals. These lists are not exhaustive, and should be used for reference only.

#### **NTIs**

- Answering back / poor attitude
- Interfering with student's work
- Refusing to move - 1st time of asking
- Speaking inappropriately
- Distracting others
- Shouting out
- Swearing - without consideration
- Ignoring instructions
- Refusing to follow instructions
- Lack of or inadequate bag and equipment
- Silly behavior
- PE kit infringements - if willing to participate
- Lack of effort
- Not in uniform (reg only) - must be referred to isolation
- Late to lesson with no valid reason

### **B1**

- Consistent answering back / poor attitude
- Interfering with student's work
- Refusing to move - after 3 requests
- Speaking inappropriately on numerous occasions
- Distracting others on numerous occasions
- Play fighting
- Consistently shouting out
- Swearing - towards another student / for class to hear
- Continually ignoring instructions
- Continually refusing to follow instructions
- Persistent silly behaviour
- Lack of continued effort throughout the lesson
- Late to lesson with no valid reason, followed by disruption / rudeness
- Throwing items / object

### **B2**

- Abusive / insulting language towards staff or pupils
- Sexually inappropriate
- Vandalism
- Dangerous use of equipment
- Harassment
- Stealing
- P.E. kit infringement (3rd occasion) - refuses to participate
- Using inappropriate websites

### **B3/B4**

- Actions which may endanger another pupil or member of staff
- Violent / threatening towards another pupil or member of staff
- Physical assault of student or member of staff
- Sexually inappropriate behaviour towards another person

### **Informing the LEA and Governing Body**

Exclusions must be reported to the LEA and Governing Body Discipline Committee within 3 school days and are recorded on SIMS. These include:

- All permanent exclusions
- Fixed term exclusions of more than 5 days

All other exclusions should be reported to the LEA as soon as possible.

**This policy should be read in conjunction with:**

- 1. Safeguarding policy**
- 2. Substance misuse policy**
- 3. Anti-bullying policy**
- 4. Appeals policy**
- 5. Equality policy**