Behaviour for Learning Policy

YSGOL DYFFRYN CONWY

BEHAVIOUR FOR LEARNING POLICY

The Policy aims to:
- Outline expectations of pupils with regard to expected behaviour for learning and response to the school's expectations;
- Offer guidance to teaching staff on how to achieve assertive discipline in class to support learning behaviours and around the school;
- Outline the processes that must be followed in response to low-level misbehaviour and challenging misbehaviour, and the line of responsibility when responding to increasingly challenging misbehaviour;
- Outline some of the methods we can use to reward pupils for good behaviour and attendance.

Reference should also be made to the following policies when implementing this policy: Exclusion Policy, Transport Policy; Anti-Bullying Policy; Attendance Policy; Learning and Teaching policy; Equality Policy. The policy is implemented within Conwy LA's inclusion policy and procedures. The policy will be reviewed annually in order to respond to the needs of the school community and any new guidance (local or national).

Behaviour for Learning at Ysgol Dyffryn Conwy:
As a school we are very proud of the appropriate and good behaviour shown by the vast majority of our pupils and the strategies and positive ethos used by teaching staff, support staff and middle leaders in ensuring effective classroom management. We strongly believe in creating an ethos of work ethos and successful cohabitation that values diversity and aims to create citizens who will respect and contribute to their communities. The school's expectations are outlined in the Planner of every pupil, the school prospectus and every classroom.

Managing Behaviours for Learning:

Consistent cultures of excellent behaviour management: When people talk about behaviour they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat learners down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted of challenging behaviour.

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority. Role modelling positive behaviours and using language that reflects the desired behaviours rather than emphasising the negative behaviours is essential.

All staff play a key role in ensuring a positive environment for learning.

All staff will:

- Meet and greet at the door, start and end lessons on time.
- Stand at the door, one foot in the corridor for every lesson change.
- Model positive behaviours and build relationships
- Plan differentiated lessons that engage, challenge and meet the needs of all pupils
- Use clear embedded routines throughout every lesson
- Use positive rule reminders and re-iterate behaviour expectations constantly and consistently
- Facilitate and uphold appropriate conditions for learning (silence for on task time, consistent conditions for answering (hands up))
- Use appropriate behavioural strategies (**refer to Lisa Miller training material and her YouTube channel)**
- Be calm, using cabin crew mode and give 'take up time' when going through the steps
- Follow up every time, retain ownership and engage in 'target setting meetings'
- Never ignore or walk past learners who are behaving badly, non-confrontational strategies
- End and send at the end of lessons, one foot in the corridor for every lesson change.

Middle leaders are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils within their responsibility.

Middle leaders will:

- Meet and greet pupils during the day
- Be a visible presence around the school and in areas of learning to encourage appropriate conduct
- Support staff through monitoring target setting meetings, initiate and oversee formal review for repeat on call referrals
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Regularly share good practice
- Ensure staff training needs are identified and targeted

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Senior leaders will:

- Meet and greet pupils during the day
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement
- Celebrate staff, pupils and pupils whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing pupils with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for pupils with increasingly challenging behaviours.

Ysgol Dyffryn Conwy Expectations - PUPILS

This code of values was agreed by the staff of the school and by the School Council. It states our expectations of everyone in the school community. Our Behaviour For Learning Policy reinforces and promotes these values, which are essential to the success of every pupil and the school.

Be Prepared: Learning Comes First

This means that:

- We arrive on time in school and for lessons
- We wear the uniform correctly
- We come to school with the right equipment
- We take part in lessons positively
- We never disturb others who are working

Be Respectful: We treat each other with courtesy and respect

This means that:

- We listen when others are talking
- We follow instructions and get on with our learning
- We are tolerant of others and take their views into account
- We do not use offensive, racist or abusive language
- We never insult or humiliate anyone
- We never write graffiti or damage any part of the school
- We help tidy up after ourselves in class and around the school site

Be Safe: Everyone has the right to feel safe and secure at school

This means that:

- We do not bully, intimidate or hurt others
- We help others to feel confident and safe
- We report incidents truthfully.

TAIR RHEOL AUR / THREE GOLDEN RULES.

BYDDWCH YN BARCHUS – BE RESPECTFUL

BYDDWCH YN DDIOGEL – BE SAFE

BYDDWCH YN BAROD! – BE READY!

Parent's Responsibilities

Behaviour management at Ysgol Dyffryn Conwy is built upon a team approach and as such relies on the support of parents and carers.

Parents and carers have the responsibilty to:

- respect the school's Behaviour For Learning Policy and follow its guidance
- help ensure that their child follows the rules and reasonable instructions
- send their child to school punctually, suitably clothed, fed and rested
- ensure the school is aware of any Additional Learning Needs or other factor which may affect their child's behaviour
- support the school in promoting good behaviour
- attend meetings with staff in relation to their child's behaviour
- ensure that if their child is excluded that they are supervised and not in a public place during school hours.

REWARDING GOOD BEHAVIOUR:

As part of effective classroom mangagement and developing behaviour for learning, it is important that staff take every opportunity to praise pupils and reward them for good behaviour.

"It is not about whether they like you, it is about whether they like themselves in your subject. Poor behaviour is often a by product of low self esteem. Praise should therefore be genuine, skills related and specific if it is to positively impact upon behaviour'' Lisa Miller Education Consultant.

Reward them in the following ways:

- Praise – a quiet word of personal praise can be as effective as a larger, more public award.
- Reward Stamps/Certificates [KS3]
- Achievement cards / Postcards
- Comments in the Planner
- 'Positive Gossip' – report positive behaviours
- Letter/text/telephone calls home
- Departmental/Year or whole school Rewards Scheme e.g. extra-curricular trips and experiences.

We will confer with pupils about other methods that could be used to improve our reward policy through the School Council, year and class forums.

	1 - EXCELLENT	2 -GOOD	3 - POOR	4 - CONCERNING
	Punctual (or late note)	Punctual (or late note)	Late	ON- CALL Referral
Be Ready Be Respectful Be Safe	**Ready to work** • Collect work; book/subject resources • Homework on time and excellent • I have everything I need for learning well • Planner ready and well used. **Shows effort in all tasks** • Complete the tasks to the best of my ability • Answer questions fully • Ask questions about how to improve • Willing to improve and learn from my mistakes • I give and use feedback effectively	**Ready to work** • Collect work; book/subject resources • Homework on time and good • I have all my equipment ready • Planner ready **Shows effort in all tasks** • Complete the tasks set • Answer questions • Ask questions • Willing to improve and learn from my mistakes • Able to give/receive feedback	**Slow settling to work** • Slow to collect work; book/subject resources/lack of effort • Homework incomplete/limited/no homework • No book • I don't have all my equipment • Forgot planner / planner not up to date **Some effort in the tasks** • Complete most of the tasks set or unfinished • Unwilling to contribute positively • No real engagement	**Significant disruption** • Failure to respond to a caution • Refusal to comply with instructions • Escalated behaviours • Offensive language
	Be Courteous • Listen to others speaking • Ask and respond respectfully; • Co-operate as a group or help others • Respect others' property	**Be Courteous** • Listen to others speaking • Ask and respond respectfully; • Co-operate as a group or help others • Respect others' property	**Lack of courtesy** • Interrupt others when speaking • Speak disrespectfully towards others • Unwilling to co-operate with others • Disrespectful towards others' property	
	I show that I understand the rules for learning safely in classroom or other environment.	**I show that I understand the rules for learning safely in classroom or other environment.**	**I need to be reminded of the rules for learning safely in the classroom or other environment.**	**I don't follow the rules for learning safely in the classroom or other environment.**

The codes will be used at the end of the year to allow Progress Leaders and SMT to use the data in allowing staff to reward pupils in various incentivised ways, such as praise cards, rewards and end of year trips.

SANCTIONS

The sanctions below will be applied fairly and consistently and take into account the severity of the offence. Pupils who are persistent in being non-compliant and disruptive will be subject to a higher order sanction.

When issuing a sanction all school staff should make note of the following advice:

- If a pupil seems to be "playing to the audience", deal with them away from the audience
- Convey to the pupil that you have high expectations of them and are disappointed when they let themselves down
- Make it clear to the pupil that once an incident has been dealt with then as far as you are concerned it is finished. You expect normal relations to be re-established. Every lesson should be a chance to make a fresh start
- The closer the sanction is in time to the misdemeanour the more effective it is likely to be
- Avoid at all costs sanctions aimed at a pupil rather than at the behaviour. Sarcasm, embarrassment, fear etc., will worsen matters rather than help them
- Remember it is usually not personal.

Should a pupil be involved in an act of gross misconduct then they will be subject to an immediate sanction commensurate with the offence.

Target Setting Meetings

Target setting meetings will be arranged by the class teacher following repeated low-level disruption or following an On Call referral. They are designed to assist both the pupil and teacher in identifying specific behaviour strategies and set targets that will be monitored and reviewed. Target setting meetings may escalate to involve further support from parents, the Head of Department and Head of Year if targets are not met (See' Pathways of Action' page 9 and Appendix 2, page 12).

Detentions

Detentions are a mechanism by which pupils are disciplined for a variety of offences. The school may operate a number of detentions focusing upon certain behaviours, such as Class Teacher, Department/Faculty or Pastoral Detentions. The school has the legal right to issue detentions; the school is not required to give 24 hours' notice of lunchtime detentions. The school will be mindful of a pupil's transport arrangements and impact that a detention may have upon that child however; this will not remove the need for the child to complete a detention. After-school detentions may be issued with 24 hours' notice.

Referral to On Call

Referral to the 'On Call' room will arise if a pupil has refused to comply with the class teacher's instruction following a warning, has caused significant disruption or has used offensive language. The pupil will spend the remainder of the lesson they have been removed from in the supervised On Call room then attend the following lessons as normal (See Appendix 1 'On Call' implementation page 10).

The Isolation Room

Referral to the Isolation room will arise if a pupil has failed to attend an On Call room referral on more than one occasion or has refused to leave the classroom to go to On Call (See Appendix 1 'On Call' implementation page 10).

DEALING WITH CHALLENGING BEHAVIOURS IN THE CLASSROOM:

When poor behaviour occurs we ask teachers to take the following steps to ensure effective classroom management and a consistent response. Staff will always deliver these steps and any following sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger ('Don't fight fire with fire').

Preventative Steps:	**Within your lessons, ensure:** • **lessons are planned, structured, paced and differentiated appropriately** • **that non-verbal cues are used** • **you have an appropriate seating plan** • **you use clear embedded routines (countdowns, cue-ins)** • **you have clear expectations for lesson protocol** • **you are consisitent *See routines for good behaviour.**
DO's/DON'T's:	**DO's:** Adopt cabin crew mode, calm neutral voice, describe what you want to see, short descreet interactions, juxtaposition of expression, use choice statements, 'good bad good sandwich'. **'Champion the needs of you class'.** **DON'T's:** don't describe the poor behaviour you see (instead give clear instruction), avoid an audience, avoid blanket punishments, avoid pincher rants, shouting, trying to persuade or bribe, sarcasm, adding more consequences, crowding the pupil, responding to 'chase me behaviours (eye rolling, laughing)'.
Issue a Warning:	Issue a clear choice statement with with an appropriate consequence, "if you choose to continue talking you choose to move". The focus must be about the pupil's choice to do the right thing/make the right decision. Give the pupil 'take up time'. If no improvement action the first consquence (eg moving the pupil to another seat) *[Where relevant, for vulnerable pupils with a 'Green Card' (HWB/SMT) – give them the opportunity to make responsible use of this card. All staff to be given a list of pupils].* **DO NOT REPEAT YOUR WARNING.**
Issue a Caution:	This is where the behaviour of the pupil has not improved after the warning. Use a final choice statement making it clear that they are choosing the escalated consequence not you. Be clear, calm and use a formal register, "If you continue to talk now that you have been moved, you are choosing to go On Call".

The 'Pathways of Action' are the pathways in which the staff member can take depending on the behaviour of the pupil. The pathway should be used consistently and in line with the 'Behaviour for Learning' policy. There should also be an element of 'professional discretion' used also by members of staff, bearing in mind individual learning needs, emotional & well-being needs and any social issues. This should however, not be a reason to eliminate or ignore any poor behavioural choices.

Pathways of Action		
Repeated Low level Distruption (SIMS Code 3)	**Significant Disruption (SIMS Code 4)**	**Emergency removal (SIMS ECO)**
lack of equipment *lateness* *lack of homework* *lack of classwork* *off task behaviour* - Class teacher to hold a diagnostic target setting meeting with the pupil (teacher strategies and pupil targets to be recorded and reviewed)**Appendix 2** - Failure to improve will trigger a formal review meeting with pupil, teacher, HOD, parent, (HOY, ALENCO if appropriate).	*failure to repond to a caution* *refusal to comply with instructions* *escalated behaviours* *offensive language* - Class teacher to refer the pupil to On Call (correct notification procedures to be followed and **work must be given)** - Pupil re-engages with work in the On Call room under supervsion for the duration of the lesson they have been exited from. - Class teacher to hold a follow up diagnostic target setting meeting with the pupil within 42 hours of referral or before the next lesson - Repeat referrals must be monitored and trigger a formal diagnostic interview with parents, HOD, HOY and ALENCO when appropriate. ***see 'On Call' Appendix 1**	*threatening/abusive bahaviour* *refusal to leave for On Call* - The 'emergency call out' feature on SIMS should be actioned - A member of SLT will escort the pupil to the inclusion room for the remainder of that day (minimum of half day without formal breaks) - All bags and technology will not be permitted within the room - Parental engagement **SIMS ECO (Emergancy Call Out)**

<u>**Appendix 1 'On Call' implementation**</u>

- *NB**: This system is distinct and separate from the target setting interviews classroom teachers will set up in response to repeated low level disruption (escalated to class teacher +HOD if targets are not met after a week or three lessons).** It is also important to remember that the profile of HOD's must be high (pupils often do not know who HOD's are) and HODs must be trained/advised on how and when to involve parents. The interventions all teachers choose are clearly identified and logged, as is the progress a pupil makes. There should be an emphasis upon class teacher responsibility and accountability beyond logging on SIMS, or referring a pupil to On Call, and a real desire to change a learner's mind-set.

The aim of the On Call system is to;

- provide immediate respite and support to teaching staff and learners when an individual is causing significant disruption/confrontation or using offensive language during lesson time
- more effectively utilise members of SLT at the appropriate entry point of a system which has clear, distinct and appropriate stages enabling teaching staff to take ownership, responsibility and a more active role in the behaviour management of their classroom (discouraging the 'pass it on' culture that can arise from a heavily SLT orientated model)
- provide a discrete, appropriate, calm and supervised environment for referred individuals to continue to do purposeful work, losing minimal on task time once removed (sixth form block is ideal)
- trigger a solution based target setting meeting with the class teacher to explore causal factors and set monitored behaviour targets

Staffing

- HOD's, HOY and SLT (middle leaders and above only). You will need to use timetabled PPA time but staff should be able to continue work with minimal disruption. It is not appropriate to use main scale teaching staff or TAs to staff the On Call room. Absent supervising MOS may need to be covered by SLT where required.

Referral criteria, recording and entry protocol

- Referral should be for refusal to comply with the class teacher's instructions after a warning, significant disruption or the use of offensive language. It is not acceptable to refer a pupil for lack of equipment, arriving late to lesson, low-level disruption or no homework.
- A signed note recording the pupil's name, teacher's name, subject, time, date, and brief reason **must** be issued to the pupil (pre-printed ones work well). The class teacher should notify On Call that they have made a referral and who is due to arrive (phone call).
- Classwork **must** be given to the pupil (well-planned lessons should have support material or at least obvious work to complete; **it is not acceptable to refer a pupil without work**).
- The pupil should take themselves to the On Call room and the supervising MOS should record their entry time and the information provided on the referral slip. If the pupil does not arrive the supervising MOS must alert a member of the SLT (safeguarding). All referrals must be logged and the data kept and monitored.
- Once inside the On Call room the pupil should give the referral slip to the supervising MOS, sit without talking and continue the work set. **It is not an isolation room**; however it is a quiet calm space to continue their work. **It is not the appropriate or the recommended time for the pupil to discuss why they have been referred or for the supervising MOS to engage in a restorative conversation or to reprimand them.** The MOS should stay calm, neutral and swiftly direct the pupil to the work they

have been set. Failure to comply with On Call protocol or to engage with the tasks they have been given will result in SLT intervention

Post Referral protocol

- A referral to On Call should trigger a diagnostic target setting interview with the class teacher. This needs to follow a basic script and the targets recorded (planner). Targets should be reviewed after a week or three lessons. The interview should take place prior to the next lesson or within 42 hours (last thing in the day or first thing in the morning is advisable).

'No Shows' and 'Repeat Referrals'

A 'No Show' is a serious offence, as it is in fact the second offence. The pupil has not only disrupted a lesson but also then chosen to defy the whole school system (the Head). There must be a clear system in place to deal with it.

- **1st 'no show'** - a **meeting** with the **class teacher, HOD and pupil.** Pupil, class teacher and HOD should agree and sign targets; targets should be reviewed after a week and monitored. Parents to be notified of **'no show and of agreed targets'**. (Parental involvement could include parent/s come into school, notification by text, letter, phone call or email)
- **2nd 'no show' in the same subject** – **HOY interview, parental involvement** and **isolation room** (wiped half termly)
- **3rd 'no show' in the same subject** – **SLT interview, parental involvement** and **fixed term exclusion** (wiped half termly)
- **Several 'No Shows' across subject areas** (LOGGING IS CRUCIAL)- **SLT interview and fixed term exclusion** (in some circumstances two days isolation could be considered as an alternative to exclusion)
- **Repeat referrals** (within one subject) should trigger a formal diagnostic interview with the pupil, parents, Class teacher and HOD (HOY if appropriate).
- **Multiple referrals** (across subject areas) should trigger pastoral intervention. SLT and HOY should explore whether the pupil has learning or emotional issues. If an alternative curriculum is required or if CAMS or social services need to be involved.
- **Refusal to leave for On Call** will trigger SLT intervention (emergency call out) and immediate placement within the isolation room.

Data

On Call referral data will be collated and analysed by SLT and HOY and will be shared to HOD's to discuss, plan and review within their departmnents.

Appendix 2: Suggested target setting guidelines

The focus should stay upon;

- the behaviour not the pupil
- the effect of the behaviour upon themselves and others as opposed to the rules they have broken
- solving the problem not placing blame
- looking at relationships not rules target setting and putting things right as opposed to receiving punishment

Teacher strategies and targets:

Do I need to:

- give you starter sentences?
- chunk up the work?
- give you pace and time markers?
- count you in before we change task?
- give you rule reminders?
- give you word banks?
- insist on silence for periods so you can concentrate?
- check you can see/hear properly?
- move you to a different table?
- avoid giving you too much to copy from the white board?

Pupil's targets:

- raise my hand if I need to answer or ask a question
- listen carefully to instructions and not be afraid to ask if I am unsure
- check I have my equipment right at the start and ask for anything I have forgotten
- avoid getting out of my seat unless I've been asked to do so
- avoid calling out or talking to others once I've started a task unless I've been asked to do so
- use a framework if I'm unsure
- use a starter sentence if I can't think how to begin

Corridor Behaviour

The behaviour on the corridor and the late arrival of pupils can have an effect upon your lesson and other lessons going on within the school. The following is to be used as a basic guidance for the behaviour on the corridor, ensure as much as possible that you reinforce the procedure below.

Pupils will observe the following routines and rules:

- walk quietly and quickly on the left.
- be prompt to all lessons
- appropriate indoor conduct and noise level

Break Time and Lunchtime:

Pupils will observe the following routines and rules:

- eat only in the canteen and other designated areas (not in the corridors or classrooms)
- tidy trays and plates away
- put rubbish in the bin, including all school grounds
- treat all areas and staff with respect
- when outside, socialise sensibly, no running near the school buildings or busy areas
- strictly no entry into the Technology/Science block
- entry into Maths, Geography and Music block for toilet only
- follow the instruction of all staff

Items not permitted:

- mobile phones and/or all technology to be used as per YDC guidelines, these include headphones
- fizzy drinks/energy drinks are not permitted in the school
- as we are part of the Health School initiative, sweets and unhealthy items are discouraged.
- bags used for school must be a suitable size and strong enough to carry books and other equipment
- cigarettes, tobacco, e-cigarettes, alcohol
- drugs, substances or any other illegal items

Mobile Phones/Technology Guidelines in accordance with the school's E-safety Policy

We recognise that mobile phones can offer security and communication for our pupils on their journey to and from the school.

- Once arrived in school, we ask that all devices **'be switched off and placed in their bags'** for the remainder of the day.
- Mobile phones and other devices '**are not permitted'** within Ysgol Dyffryn Conwy at any part of the school day for Yr7-Yr11.
- These will also include all types of headphones and speakers.
- Yr12-Yr13 pupils **'are permitted'** to use their phones/devices and headphones within the **'6th Form Block and within the quiet learning environment located in the Maths block'.** Sixth Form pupils '**are not permitted to use their phones/devices or headphones outside of these two locations'** and must be out of sight.
- If any pupil does not adhere to the guidelines, their devices can/will be confiscated by any member of staff and will be taken to Ms Eleri Allsup where the device will be placed in an envelope and in a locked cabinet. These are to be collected at 3.30pm.
- Should there be an emergency, please contact the school office 01492 642800.

Confiscation:

The Education Act 2006 allows schools and members of staff to confiscate an item of property, if their aim is to maintain an environment conducive to learning and one which safeguards the rights of others to be educated.

Most items that are confiscated will be returned, however should an item of property have little or no value then the school will dispose of such items. The confiscation of items that are dangerous, offensive, and illegal or pose a health and safety risk will be dealt with according to the law and on an individual basis.

Searching:

The searching of a pupil will only take place very rarely by a member of the pastoral staff or Ysgol Dyffryn Conwy's Schools Liaison Police Officer. The Violent Crime Reductions Act 2006 makes it lawful for identified school staff to search pupils for knives or other weapons. The searching of a pupil will always be conducted in front of a witness and be by a member of staff of the same gender as the pupil. A pupil may also be asked to turn out their pockets and hand over any item that is causing a disturbance. Alternatively the police may be asked to carry out a search if the situation warranted such an action.

Rights and Responsibilities:

Ysgol Dyffryn Conwy and its staff have the right to:

- enforce the school's 'Behaviour for Learning Policy' including rules and disciplinary measures
- expect pupils and parents cooperation in maintaining an orderly climate of learning
- expect pupils to respect the rights of other pupils and adults
- not tolerate abusive, threatening or violent behaviour
- involve outside agencies as appropriate.

Ysgol Dyffryn Conwy has the following responsibilities:

- to consult the school community on the 'Behaviour for Learning Policy'
- to ensure staff are clear about the extent of their authority
- to support and praise pupils for good behaviour
- to apply sanctions fairly
- to make alternative provision available from day six of an exclusion
- to ensure health and safety procedures are followed
- to tackle bullying and ensure systems are present to address issues around bullying
- to promote staff and pupil morale

Pupils have the right to:

- be treated with respect and listened to
- be taught in an environment that is safe, conducive to learning
- expect appropriate action from school staff when dealing with any incident of bullying, violence, discrimination or harassment.

Pupil responsibilities:

- to follow reasonable instructions, obey rules and accept sanctions
- to act as representatives of the school when away from the building
- to not bring inappropriate items to the school
- to never harm, denigrate, bully other pupils or staff

Parents have the right to:

- expect their child to be safe, secure and respected
- appeal to the Headteacher if they feel that the school has acted unfairly
- parents have the right to contact the Clerk to the Local Governing Body to appeal to the Local Governing Body is they feel that the Headteacher has acted unfairly
- be kept informed about progress including behaviour
- be listened to and receive a fair and prompt response
- appeal against an exclusion
- contribute to the development of the Behaviour Policy.

Parent's responsibilities:

- to respect the school's 'Behaviour for Learning Policy' and follow its guidance
- to help ensure that their child follows the rules and reasonable instructions
- to send their child to school punctually, in full uniform, fed and rested
- to ensure the school is aware of any 'Additional Learning Needs' or other factor which may affect their child's behaviour
- to support the school in promoting good behaviour and respecting of others
- to attend meetings with staff in relation to their child's behaviour
- to ensure that if their child is excluded that they are supervised and not in a public place during school hours.

Malicious Allegations by Pupils:

If an allegation is made against a member of staff, the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

Pupils that are found to have made malicious allegations are likely to have breached the school Behaviour for Learning Policy. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

All schools and FE colleges should have procedures for dealing with allegations. The procedures/should make it clear that all allegations should be reported straight away, normally to the Headteacher. The procedures should also identify the person, often the Chair of the Local Governing Body, to whom reports should be made in the absence of the Headteacher, or in cases where the Headteacher themselves are the subject of the allegation or concern. Procedures should also include contact details for the Local Authority designated officer responsible for providing advice and monitoring cases.

Emergency Removal Action

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CERDYN ARGYFWNG / EMERGENCY CARD
Mewn achos o argyfwng / In case of Emergency

Ymddygiad/Behaviour

The 'Emergency Call Out (ECO)' feature on SIMS should be actioned for behaviour. This should only be used for when the previous steps have not been followed by the learner and that further assistance is required. This includes refusal to move, aggressive/threatening behaviour or an H&S issue. Otherwise the numbers below can be used.

2802 – Delyth Algieri
2840 – Eleri Allsup
3009 – Erin Ritchie
2865 – Delyth Williams

Disgybl ADY/Uned/ ALN Pupil
2821 – Mrs Lynne Roberts

Cymorth Cyntaf / First Aider
Eifiona Davies – 2800   Eleri Allsup 2840   Iona Owen 2853

Ystafell Ar Gael / On Call Room
2907

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Reporting Incidents of Challenging Behaviours:

- Record facts, be clear and concise. Email to HoY any 'On Call' referrals or emergency removals.SIMS code 4 & ECO, HOY/SMT.

- Send to relevant Middle Leader or another department staff member

- Use the SIMS 'Emergency Call Out' feature SMT

Punctuality and attendance in lessons:

- All attendance in lessons must be logged using the 1-4 Behaviour and Attendance Codes.

- Reporting truanting from lessons: Email/Phone DM.

- Reporting lateness to lessons – L code in SIMS. Entering number of minutes also useful.

Linked Policies:

- School Anti-Bullying Policy;

- School Exclusion Policy (Conwy Exclusion policy and National Guidelines are followed);

- Substance Abuse Policy (Conwy LA policy is followed).

- Conwy Transport Code.

Together we will reach our Potential.

Ysgol Dyffryn Conwy
ysgoldyffrynconwy.org

Succeeding and growing together.