Respect – Commitment – Success
Parch – Ymrywmiad – Llwyddiant

PUPIL DISCIPLINE POLICY

Document Version Control

Document	*Pupil Discipline Policy*
Reference	*2022SP/Pupil Discipline Policy*
Associated Policies and Documents	• *School Standards and Framework Act 1998 (Section 61)* • *Section 88 of the Education and Inspections Act 2006* • *Inclusion and Pupil Support – Circular 47/2006 (Section 3)* • *Exclusion from schools and pupil referral units (Welsh Government guidance document no. 171/2015, replaces 081/2012)* • *Respecting Others: Anti-Bullying Guidance 2011 Rights, Respect, Equality*
Author	*Charlotte Robins (Deputy Headteacher)*
Reviewer	*Andrew Williams (Headteacher)*
Consultation	• *Student Council* • *Development Committee of the Governing Body*
Approval	*Full Governing Body*
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Chair of Governors	
Headteacher	

Equality Impact Assessment

Name of Policy or Procedure	Pupil Discipline Policy
Date of review/approval	July 2022
Those involved in the assessment	Charlotte Robins (Deputy Headteacher), Directors of School, School Council.
Protected characteristics unlikely to be impacted by the policy/procedure and reasons for drawing these conclusions (by reference to each characteristic or group of characteristics)	- Race - Gender/sex - Sexual Orientation - Religion/belief - Age - Gender reassignment - Pregnancy/maternity - Marital status - The policy addresses the behaviour required of pupils, the rewards and sanctions applicable for good and poor behaviour and those actions required to reward good behaviour and address bad behaviour. It does not discriminate between members of the school community in terms of these protected characteristics.
Protected characteristics which could be impacted by the policy/procedure i.e. there is the potential for having a negative differential impact – reasons for drawing these conclusions by reference to each characteristic	In accordance with the school's Equality Policy and the United Nations Convention on the Rights of the Child, this policy applies to all members of the school community regardless of race, disability, gender, gender re-assignment, religion/belief, age, pregnancy/maternity or marital status. In administering the policy, staff should be mindful of students who have a recognised disability which impacts on their behaviour.
How the policy as reviewed/approved takes account of each characteristic for which there could be a negative differential impact – by reference to each of those characteristics	Disability - The policy recognises that some pupils may be unable to control their behaviour because they have a recognised disability. It makes reference to the need to take account of this when addressing the behaviour of such pupils.
Recommended changes to mitigate against potential negative differential impacts	Inclusion of the following paragraph: In accordance with the school's Equality Policy and the United Nations Convention on the Rights of the Child, this policy applies to all members of the school community regardless of race, disability, gender, gender re-assignment, religion/belief, age,

	pregnancy/maternity or marital status. In administering the policy, staff should be mindful of students who have a recognised disability which impacts on their behaviour.

The commentary highlighted in red above has been replicated in the policy to assist the reader in locating the commentary.

Introduction

Our aim as a school is to provide a caring and stimulating environment in which everyone can achieve their full potential. This can only be achieved within a respectful, well-ordered community.

Our school's behaviour management policy is based on rewarding students for good behaviour and applying sanctions for negative behaviour.

Positive relationships and positive behaviour go hand in hand. All members of our school community have a part to play in building productive working relationships at Radyr Comprehensive School.

Principles

Our policy is underpinned by the following principles:

- All members of the school community should conduct themselves in a way which embodies and reflects our school ethos of Respect-Commitment-Success;
- All students should be happy, feel valued and have the best opportunity to experience a safe, caring and nurturing environment so that everyone has the opportunity to achieve their full potential;
- All students should demonstrate respect for others, taking personal responsibility for their actions and the effects their actions have on others;
- All staff will clearly demonstrate that they know their students and their needs, with differences recognised and needs met effectively and accordingly;
- There is effective communication across the school and with parents/carers.

These principles are underpinned by the understanding that:

- Young people learn by example and adults must act as positive role models for students in their own behaviour and relationships;
- Poor behaviour is not acceptable and will be addressed wherever and whenever it occurs;
- All of us respond better to encouragement than to criticism. By focusing on positive behaviour and relationships we can support each other and create a community where it is safe to learn;
- In accordance with the school's Equality policy and the United Nations Convention on the Rights of the Child, this policy applies to all members of the school community regardless of race, disability, gender, gender re-assignment, religion/belief, age, pregnancy/maternity or marital status. In administering the policy staff should be mindful of students who have a recognised disability which impacts on their behaviour.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management;
- Outline how students are expected to behave and define what the school considers to be unacceptable behaviour;
- Outline our systems for rewards and sanctions;
- Summarise the roles and responsibilities of different people within the school community with regards to behaviour management.

Scope

This policy applies to students' behaviour in the classroom, anywhere on the school site, on school buses, on school trips including sporting fixtures, and wherever it has a direct impact on other students.

Events happening outside school can impact on the school or a student in school. While such events are beyond the direct scope of this policy, the school will take action against students whose behaviour outside school has a negative or harmful effect on any individual student or group or damages the reputation of the school

School Rules: The Radyr Charter

The school has developed a set of expectations regarding behaviour in the classroom in the form of the Radyr Charter. This charter has been written in consultation with the school council and is based around the principles that:

- teachers have the right to teach;
- students have the right to learn;
- everyone has the right to receive respect, support and acceptance.

The Radyr Charter outlines the expectations of both pupils and students in our school and was drawn up in consultation with the School council:

HERE AT RADYR, WE WILL <u>ALWAYS:</u>

- Treat everyone in our school, both staff and students, with the utmost respect, in line with our school motto;
- Wear the correct uniform to show to that we are proud to be part of RCS;
- Respect the school buildings and grounds: we won't drop litter, graffiti, or vandalise any part of our school;
- Be tolerant, open-minded and kind global citizens who treat everybody equally;
- Abide by the school's network/ICT policy to keep us all safe online.

TO KEEP OURSELVES AND OUR SCHOOL SAFE, WE WILL <u>NEVER:</u>

- Use mobile phones, headphones or electronic items during the school day- we understand that if these items are seen, they will be confiscated;
- Use foul, offensive or inappropriate language in or around our school, to anyone;
- Upset anyone in our school by saying or doing unkind or unacceptable things to them;
- Cause harm to our school, ourselves or others by bringing in and/or using dangerous items, like tobacco, vapes, alcohol, weapons or recreational drugs;
- Leave our school without permission during the school day (this does not apply to sixth formers.)

TO ENSURE WE DO AS WELL AS WE CAN POSSIBLY CAN IN LESSONS, WE WILL <u>ALWAYS:</u>

- Arrive on time to lessons with everything we need – pen, pencil, ruler, calculator, books;
- Listen to all staff and follow their instructions;
- Try our best in all pieces of classwork and homework;
- Behave well in all lessons. We understand that if we do not do this then there will be staged and fair consequences;
- Respect our teachers, classmates and the classroom environment so that our lessons are fun, fair and inclusive.

IN TURN, WE EXPECT THAT MEMBERS OF STAFF AT RCS WILL <u>ALWAYS:</u>

- Treat us all with dignity and respect and challenge anyone that does not do so;
- Treat us all equally, applying the behaviour system consistently to all of us if necessary;
- Give us enough time to complete homework/assignments, mark them swiftly and give us meaningful feedback to make sure we can improve moving forward;
- Recognise and reward our successes when we get things right;
- Be an active member of the school community and a positive role model to us all.

Rewards

Rewards help to foster positive relationships and encourage good behaviour when they are consistently applied. Rewards are primarily given in the form of achievement points and will be applied for the following:

Achievement Code	Points	Person who can award	Reason for awarding
A1	+2	Teacher	• A1 – Homework shows outstanding effort • A1 – Homework of outstanding quality • A1 - Very helpful to a teacher • A1 – Outstanding levels of engagement and effort in a lesson
A2	+5	Form Tutor	• A2 -completed week with 0 consequence points • A2 - completed week with 100% attendance and punctuality to registration.
		Teacher	• A2 - Representing the school in extracurricular activities. • A2- Excellent performance in an assessment.
A3	+25	Form Tutor	• A3 - A DCP in which all A2Ls for behaviour and effort are 1 or 2. • A3 - A half term with 95%+ attendance.

Positive behaviour and achievement will also be celebrated in a variety of other ways, including:

- Emails, postcards and phone calls home;
- Rewards trips and events;
- Attendance at school events such as proms.

Consequences

We want all students to enjoy school and flourish in a stimulating learning environment. However, there will be times when students behave in a manner which is inappropriate or dangerous. When this happens, it is important that students understand that poor behaviour and choices have consequences.

In such circumstances, the following staged response system will be used:

Behaviour Consequence Code	Points	Consequence in lesson	Subsequent Consequence
C1	0	Warning.	None.
C2	-2	Moved Seat.	Recorded on SIMS.
C3	-3	Spoken to by teacher at end of lesson.	Recorded on SIMS.
C4	-4	Declassed to room on faculty declass timetable.	Recorded on SIMS with 20 minute faculty/pastoral lunch time detention.
C5	-5	Patrol called and pupil brought to Key Stage Office.	1 hour After School Detention.
C6	-6	Patrol called and pupil brought to Key Stage Office.	DoS will determine if consequence is 2 days of supervised break and lunchtimes or up to 3 days in IR.
C7	-7	Patrol called and pupil brought to key stage office.	Parallel provision – reduced curriculum/Revolve/Aspire/FTE/offsite provision, or, in extreme cases, permanent exclusion are all possible outcomes

Homework Consequence Code	Points	Reason	Subsequent Consequence
HW1	-1	Missed HW deadline	2nd deadline for task set
HW2	-2	Missed 2nd deadline	Breaktime faculty detention
HW3	-3	Failed to attend faculty detention	2nd faculty detention
HW4	-4	Failed to attend 2nd faculty detention	Further HW4 issued along with rescheduled faculty detention

Mobile Phone Headphone Consequence Code	Points	Reason	Subsequent Consequence
P1	0	Use of mobile phone/headphones in school	Mobile phone confiscated and kept in safe of relevant key stage office until the end of the school day.
P2	-2	2nd use of mobile phone/headphones in the same half term	Mobile phone confiscated and kept in safe of relevant key stage office until the end of the school day. C2 Recorded on SIMS.
P3	-3	3rd or more uses of mobile phone/headphones in the same half term	Mobile phone confiscated and kept in safe of relevant key stage office until the end of the school day. 30-minute lunchtime detention.

Behaviour Reports

Students may be placed on a behaviour report or mentoring programme by their Director of School or Progress Leader if they feel that there has been a deterioration in a student's behaviour or approach to learning. Timeframes will vary according to the nature and severity of the concern, but will be regularly reviewed by the pastoral teams. Parents will always be informed and regularly updated.

Behaviour Support

If a student's behavior is an ongoing concern they may be referred to work with our Emotional Health and Wellbeing (EHW) specialist teacher. Once on the EHW's caseload, students will meet regularly with them to identify current issues and set achievable targets. A Pastoral Support Plan (PSP) may be agreed. The EHW will work with the student and their family to devise strategies to improve their behaviour and provide access to any multiagency support that may benefit the student.

Aspire/ Revolve

In year 9 and 10, if a student's behaviour is consistently poor over a prolonged period of time to the extent that it is severely affecting their learning and the learning of others, they may be referred to Revolve. This is our onsite learning provision for KS4 pupils with specific and complex behavioural needs. This provision is run by a Learning Manager and is also staffed by a full time Teaching Assistant. If it is deemed appropriate for a pupil to access Revolve, they will complete a trial period of at least

one- half term. Their progress will be reviewed and a decision will then be taken as to whether they return to mainstream or continue to access Revolve on a more regular basis.

If the decision is taken that a pupil will not be returning to mainstream then they will move to Aspire at May half term, and remain there fulltime for the remainder of their KS4 education. Aspire pupils follow a personalised and bespoke curriculum, with most leaving school with at least 11 GCSEs or equivalents.

Extra-curricular activities/trips

When a pupil's behaviour is consistently deemed to be of an unacceptable level they will not be permitted to participate in rewards trips or extra-curricular activities.

Sanctions

Breaktime detentions are held at faculty level and take place because a pupil has misbehaved in a lesson, truanted a lesson or failed to meet a homework deadline.

Lunchtime detentions are held at Key Stage level and take place because of truancy from form time, poor behaviour in form time, out-of- lesson behaviour or consistent lateness. **Students will always be given the opportunity to purchase and eat food.**

After-school detention is overseen by the Senior Leadership Team. Students can be placed in an after- school detention as part of the ladder progression under the consequences system, or as the result of a specific incident.

Internal Reflection (IR) is used for students who:

- have been involved in a serious incident involving a member of staff, another student or the school environment which needs to be investigated;
- have not responded to other strategies/stages of the consequence ladder and whose actions necessitate isolation from the rest of the school community.

A student is placed into IR for a minimum of half a day and a maximum of two days to include break and lunchtimes. They will be expected to hand their phone over to supervising staff for the duration of their time in IR. Refusal to do so will result in further consequences. The room is staffed by members of the Key Stage teams and Senior and Middle Level leaders. Students are set work to complete by their subject teachers which they are expected to complete in silence. Failure to do so will result in further consequences. Pupils who fail to attend an after-school detention will spend their breaktimes and lunchtimes in IR for two days.

Only the Directors of School, members of the Senior Leadership Team and Revolve learning manager can place a pupil into the IR room.

Fixed–term Exclusion

Fixed–term exclusion can be issued for:

- Severe abusive or threatening behaviour towards students/staff;
- Physical assault of students/staff (this may also result in a managed move or permanent exclusion);
- Possession of classified substances on site [the police will also be called to school and this may also result in a managed move or permanent exclusion];
- Severe inappropriate use of technology on school site;
- Failure to co-operate/follow the rules in IR;
- Deliberately setting off a fire alarm.

Managed Moves and Permanent Exclusion

If all other sanctions have failed, the school can consider with the Local Authority exclusion team whether a managed move to another school is agreed with the student and their parents. Such a move can offer the student a fresh start and help ensure the continuity of their education.

If consideration of a managed move fails, the Headteacher can permanently exclude a student. The Headteacher has the option to permanently exclude a student for a single, dangerous offence such as:

- arson;
- supplying classified illegal substances to other pupils;
- physical assault of another student or member of staff;
- sexual abuse or assault;
- carrying an offensive weapon

Physical intervention

In some circumstances, staff may need to use physical intervention. In line with Welsh Government Guidance ('Safe and Effective Intervention' 097/2013), intervention should be applied for two different purposes, "control" and "restraint":

"**Control**" can mean either passive physical contact (e.g. standing between students or blocking a student's path) or active physical contact (e.g. leading a student by the hand or arm, or ushering a student away by placing a hand in the centre of the back).

When members of staff use "**restraint**" they physically prevent a student from continuing what they were doing having been told to stop. Restraint techniques are usually used in more extreme circumstances, for example, where two or more students are involved in an altercation where physical intervention is needed to separate them.

All school staff have a legal power to use physical intervention to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students. However, staff will be aware of the sensitivities associated with any form of physical contact with students.

Prior to using physical intervention, staff should be aware that physical intervention should:

- Always be used as a last resort and, wherever practicable, a member of staff should warn a student(s) that intervention may be used before using it;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents.

Confiscation

The school will confiscate any illegal items or items which may cause harm to others. These items will not be returned to students and will likely be transferred to the police.
The school will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with leaders and Parents/Carers, if appropriate. Searching and screening students is conducted in line with Welsh Government Guidance on 'Searching for Weapons' (097/2013).

Roles and Responsibilities

The Governing Body

 The Governing Body is responsible for regularly reviewing and approving this Behaviour Policy in conjunction with the Headteacher/Deputy Headteacher in order to monitor its effectiveness.

The Headteacher, Senior Leadership Team and Directors of School

- The Headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the Governing Body and monitoring its effectiveness;
- The Headteacher and Deputy Headteacher are also responsible for communicating this policy and its importance to the entire school community;
- Under the direction of the Deputy Headteacher, the Directors of School will ensure that the school environment encourages positive behaviour and support staff to deal effectively with unacceptable behaviour;
- The Directors of School will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

All staff are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Rewarding positive behaviour and recording it on SIMS;
- Providing a personalised approach to the specific behavioural needs of particular students;
- Recording behaviour incidents on SIMS.

Under the direction of the Deputy Headteacher with responsibility for standards across the school, the Key Stage teams will:

- Support pupils, parents and carers in upholding the school's behaviour policy;
- Deal with reported incidences of poor behaviour promptly and fairly in accordance with agreed procedures;
- Liaise effectively with parents/carers regarding behaviour and rewards;
- Liaise appropriately with a variety of outside agencies to ensure all pupils are fully and adequately supported.

Parents/Carers

Parents/Carers are expected to:

- Support their child in adhering to the school behaviour policy;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the relevant Key Stage teams promptly;
- Understand that the school may need time to investigate any concerns raised thoroughly and fairly;
- Support the school in upholding this behaviour policy and high standards of behaviour in the school- this includes engaging with the SIMS app, where behaviour incidents and achievement points are recorded.

Students

Students are expected to:

- Abide by the school behaviour policy at all times.