



Strive | Believe | Achieve

Cwmbran High School

Positive Behaviour for Learning Policy

Approved by: Full Governing Body
Last Reviewed on: 02/10/2024
Next Review Date: 02/10/2025

Positive Behaviour for Learning Policy.

Aims of the School

The aim of Cwmbran High School is to provide an excellent education for children from the local community in a safe, supportive learning environment underpinning our core values: **positivity, kindness, resilience, respect and creativity**. Pupils should feel valued and make positive contributions to the school and their communities and develop to become ethical, confident and capable members of society.

Principles of behaviour

Staff and pupils are expected to be **kind**, polite and courteous to one another, work together to create an environment that is conducive to learning and foster positive pupil and staff relationships and **creative** learning opportunities. We aim to create a harmonious, high achieving school where all pupils, irrelevant of starting points, can be **positive** and ambitious for their future and realise their potential.

The classroom rules for Cwmbran High School are as follows:

- show **respect** to ourselves, all adults, pupils and our environment;
- demonstrate **kindness** through our actions and words, and embrace our differences;
- be **creative** by striving for new ideas and asking relevant questions;
- be **resilient** by actively listening and accepting challenge is a part of learning;
- be **positive** for our future by aspiring for high quality work and accuracy in our key skills.

Praise and Rewards

As part of positive behaviour, we use:

- Class Charts positive points;
- letters to parents from Heads of Year; Heads of Phase; Senior Leadership Team, Governors;
- awards presented in assemblies;
- presentation evening at the end of the academic year;
- recognition on our social media, letters and website;
- or simply, a “Well done!”

Class Charts is used to reward and motivate pupils in lessons to achieve their best and celebrate successes.

When opportunities across the year arise, staff will use Class Charts to select pupils to represent the school and allocate leadership responsibilities. The highest achieving pupils across each year group will receive a prize at the end of term presentation. Our aim is to create a single rewards culture that's understood and valued by all pupils, and highlights the best in pupils across the school.

. Rewards are for excellence and pupils can be rewarded for:

- going above and beyond in a lesson and making an excellent contribution;
- making progress above what is expected;
- demonstrating a core value of the school inside or outside of the classroom – **positivity, resilience, creativity, respect or kindness**.

Pupils are only able to receive the excellent attitude to learning points if they receive no warnings in a lesson. These have a value of 2 on Class Charts.

Any pupil can receive a upholding the values point. These have a value of 1 on Class Charts.

Sanctions

Behaviour 1 – Low-level disruption to learning

Pupils who break a classroom rule should have a verbal reminder by the teacher and appropriate classroom management techniques should be used to support the pupil making a right choice (please see Appendix A for strategies).

Behaviour 2 – Repeated low-level disruption to learning

A pupil who breaks a classroom rule for the second time should know very clearly how to change their behaviour to move forward. Further classroom management strategies may need to be employed at this stage. Teachers should log B2 as repeated low-level disruption on Class Charts. This will allow departments, form tutors and pastoral staff to monitor and track low level disruption. A B2 will not affect a pupil's negative points on Class Charts.

A second offence could result in a detention with the class teacher or team member from the department, meeting with parents, or another appropriate action with the aim of improving progress and behaviour.

Behaviour 3 – Removal from class to Ready to Learn room.

If a pupil reaches the removal stage and their behaviour is preventing the learning of others, the teacher should log this on Class Charts or if not available call the Ready to Learn Room on EXT 3999. Staff who are unable to immediately log a B3 should do so as soon as possible. Pupils will make their own way to the Ready to Learn Room. Duty staff will be circling the school each lesson to support the smooth arrival of pupils. The Ready to Learn Room Coordinator will ensure parents have been notified on Class Charts of the reason for removal and also send a reminder of the detention that will take place after school.

Once in the Ready to learn Room pupils will be expected to complete five lessons following the curriculum stated on entry. Any removals will also result in a pupil staying in the Ready to Learn Room for one break and one lunch.

The Ready to Learn Room closes at 15.20. All pupils will remain until closing.

The teacher should where possible meet a removed pupil in the Ready to Learn Room to hold a restorative conversation and agree how to move forward. **(Please see Appendix B for guidance).**

It is best practice for the class teacher to call home and discuss behaviour with parents if this is becoming a pattern.

If a pupil does not behave in the Ready to Learn Room that pupil will receive a Behaviour 4.

Behaviour 4 – Re-engagement Room

Pupils will be placed in the Re-engagement Room for:

- an incident that has taken place at the school that is deemed serious enough to warrant an exclusion from the normal school's curriculum for a fixed period of time (Serious Incident (ISN – please see list below);
- on return from fixed term exclusion;
- not following the Ready to Learn Room rules and curriculum.

Parents will receive a message or call if their child has been referred to our Re-engagement Room. Pupils working in the Re-engagement Room finish school at 15.50.

Staff and pupils are expected to write a detailed statement if a serious incident takes place,

including who was involved in the incident, location and time, and actions of both pupils and staff.

If pupils do not behave in the Re-engagement Room then pupils will then receive a fixed term exclusion (B5).

Behaviour 5 – Fixed Term Exclusion

Any of the below serious incidences may lead to a period in the Re-engagement Room or a fixed term exclusion.

1. Bullying and unkind behaviour.
2. Repeated non-compliance.
3. Drug and alcohol related behaviour.
4. Damage to personal or school property.
5. Physical assault against an adult.
6. Physical assault against a pupil.
7. Racist, homophobic or discriminatory language.
8. Sexual misconduct.
9. Theft.
10. Verbal abuse or threatening behaviour to an adult.
11. Verbal abuse or threatening behaviour to a pupil.
12. Carrying a weapon.
13. Selling or gambling.
14. Bringing the school into disrepute.

Parents will receive a phone call from the school outlining the reasons for exclusion on the day of the incident. This will be from the Head of Phase or next appropriate leader.

A letter will then follow from the school that will be placed on the pupils' file.

Parents, where appropriate, will be invited to a "Return to School" meeting with an appropriate staff member at the end of the exclusion.

All pupils returning from a fixed term exclusion will spend a day in the Re-engagement Room, and Ready to Learn Room before returning back to their normal provision.

All pupils returning from a fixed term exclusion will be placed on a report for at least a week to an appropriate member of staff. This must be passed successfully.

All pupils must be willing to engage in a restorative conversation with members of community if necessary to restore excellent learning relationships and friendships.

Behaviour 6 – Permanent Exclusion

Permanent exclusion will be applied if the behaviours described are persistent and all other reasonable steps have been taken to address the pupil's behaviour and attitude. Permanent exclusion will also be used as a response to extreme acts of violence, supplying drugs, and for persistent incidences of defying criminal law.

Positive Behaviour Strategy

	Behaviour Stage	Staff response	Communication
Classroom based	B1 Classroom based low level disruption	<ul style="list-style-type: none"> Lessons planned with known behaviours mitigated. Seating plans. Strong starter, appropriate pace of lesson Consistency of expectations upheld and reiterated. Verbal reminders to change behaviour Range of classroom management strategies attempted e.g. changing seats, quiet conversations, clear choices. (See Appendix 1) 	<ul style="list-style-type: none"> Sanctions must be associated with the teacher, not the HOY or SLT if they are to work and have an impact in classrooms. Regular contact between home and classroom teachers is the bedrock of a purposeful and respected classroom environment. Communication to form tutors and provision staff is also appropriate at this stage.
	B2 Repeated low-level disruption		
Centralised School System	B3 Removal to Ready to Learn	<ul style="list-style-type: none"> The Ready to Learn Room is a silent, purposeful and respectful learning environment. If pupils are removed from a lesson they will spend 5 lessons, a break, a lunch and after school until 15.20 in the Ready to Learn Room. The Ready to Learn Room has a set curriculum where literacy, numeracy and subject based work will be provided and completed. 	<ul style="list-style-type: none"> The Ready to Learn Room coordinator will message home and inform parents that their child is in Ready to Learn and will be there for the duration of the sanction. Teachers will log the incident and communication on Class Charts and Provision Maps. The classroom teacher involved should call home to discuss the behaviour that led to the removal of the pupil. A restorative conversation should take place between the pupil and staff member to improve positive relationships and agree next steps.
	B4 Re-engagement Room	<ul style="list-style-type: none"> A pupil can be placed in the Re-engagement Room for a period of time if they been involved in a serious incident, for persistent disruption or failing to behave while in Ready to Learn. Re-engagement has its own curriculum offer and is a silent, purposeful and focussed learning area. Re-engagement placements start at 08.35 and finish at 15.50. All Re-engagement referrals will be followed by a day in Ready to Learn. 	<ul style="list-style-type: none"> Parents will be notified by message that their child has been placed in Re-engagement by the Re-engagement Coordinator or HOY. The message will include why they have been placed in Re-engagement, the duration and potential next steps. This will be logged on Class Charts and Provision Maps by the member of staff reporting the incident. Staff members may have a meeting with a parent relating to an Re-engagement placement. A restorative conversation may take place between the pupil and staff member to develop positive relationships and agree next steps.
External Exclusion	B5 Fixed Term Exclusion	<ul style="list-style-type: none"> A pupil will receive a Fixed Term Exclusion is there has been a serious incident, been persistently disruptive or for failing to behave well in the Re-engagement Room. All Fixed Term Exclusions will be followed with a day in the Re-engagement Room. Work will be provided by the school for a Fixed Period Exclusion. This is the responsibility of the Head of Phase and Curriculum Leaders. 	<ul style="list-style-type: none"> If a child receives a Fixed Term Exclusion then parents will be notified by the Head of Phase and given a reason why the exclusion has taken place, how the incident was investigated, details of a return to school meeting if required, and next steps on our behaviour response. (See Appendix C) A letter to parents will be sent out the next working day stating the reason for exclusion and return to school arrangements. A restorative conversation may take place between the pupil and staff member to develop positive relationships and agree next steps.
	B6	<ul style="list-style-type: none"> Cwmbran High School will follow the Welsh Government Guidance for Exclusions in all cases of Fixed Term or Permanent exclusions. 	<ul style="list-style-type: none"> The AHT or another member of SLT will call home and process any Permanent exclusions.

	Permanent Exclusion	<ul style="list-style-type: none"> All reasonable alternatives will be exhausted at this stage and this may include a PSP, IDP, a managed move, reasonable adjustments to provisions and full implementation of the schools graduated response. 	<ul style="list-style-type: none"> A letter must be sent by the school within 24 hours of a decision being made A governor's panel meeting will be arranged by the LA following Welsh Government timeframes.
--	---------------------	--	--

Out of Lesson Behaviour – Break, Lunch and Travelling to School.

The highest standards of behaviour are expected by pupils at all times. This includes movement around corridors, playgrounds and other recreational areas within the school. Pupils who misbehave will be spoken to by a member of staff and asked to change their behaviour positively. If pupils ignore the instructions they are given and continue to display the same behaviour, they will be issued with a sanction. Incidences outside of the classroom should be logged on Class Charts as either Out of Class Behaviour (HOY detention) or if necessary a Serious Incident (B4/B5/B6).

We have a statutory power to discipline pupils for misbehaving outside of the school. The misbehaviour could be witnessed by a member of staff or reported to the school by a member of the public. It also includes pupils' conduct online. We therefore reserve the right to sanction a pupil who is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school's uniform;
- in some other way identifiable as a pupil of Cwmbran High School;
- following a community complaint where a child is recognised as a Cwmbran High School pupil;
- bringing the school into disrepute.

Truancy

Any pupil caught truanting during lessons or on school site will face sanctioning in the Re-engagement Room or a Fixed Period Exclusion depending on the severity of the behaviour. Truancy is a safeguarding risk for pupils and staff and wastes learning time and staff resources. Staff should log any suspected truancy as a Serious Incident or call EXT 3999. Truancy is dealt with by the Head of Year.

Lateness to Lessons

If pupils arrive late to lesson without a good reason then they should be recorded as late on the register and must be challenged. If the teacher deems it necessary, it is appropriate for a pupil to complete a detention to make up lost time. Best practice would be staff contacting parents so they are aware of lateness to lessons. This is the responsibility of the class teacher. Repeated instances in subject areas of lateness is the responsibility of the Head of Department. If a member of staff is keeping a child for any reason a note must be provided to the pupil to present to their class teacher. Any pupil not in possession of a note will be classes as late.

If lateness continues to be an issue across the curriculum, the form tutor and Deputy Head of Year should be notified via email.

Deputy Heads of Year will hold a weekly detention for any pupil who is late for more than two subjects in a week.

Lateness to School

Lateness to school affects not only the smooth running of the school day but also accumulates as lost curriculum time that affects progress.

Pupils who enter the pupil entrance to school after 08.35 will have a detention the same day with the pastoral team. Parents or Carers will be messaged to notify them of this detention.

Uniform

Pupils will be expected to wear correct uniform every day. Any pupil not attending in correct uniform will be offered uniform if it's available. If not, parents will be asked to collect pupils to support them adhering to the uniform policy. Pupils must return to school once wearing correct uniform as this is not an exclusion. Any pupil unable to correct their uniform will be isolated in the Ready to Learn Room until their uniform is correct.

Mobile Phones, Electronics and Expensive Items

If a pupil brings a mobile phone into school, it should be switched off before they enter the school gate and only switched back on at the end of the school day when they have exited the school building.

If a pupil is seen with a mobile phone in the school day it will be confiscated by the member of staff, placed in the pupil reception in a named envelope and can be collected by pupils at 15.00

Failure to hand over a mobile phone will be sanctioned according to the school's behaviour policy starting in Ready to Learn (B3).

Recording of Staff or Pupils

Recording conversations or interactions involving staff or pupils at Cwmbran High School is strictly prohibited without prior consent from all parties involved.

Under no circumstances should staff or pupils record conversations or interactions without the explicit consent of everyone present. This includes audio, video, or any form of digital recording.

The school values the privacy and dignity of all individuals. Unauthorised recordings violate these principles and can lead to serious consequences.

Sharing any recording without consent is a breach of data protection laws and could result in legal action.

Any instances of unauthorised recordings must be reported immediately to a member of the Senior Leadership Team. Disciplinary actions will be taken against those who violate this policy.

Maintaining a respectful environment is crucial. Recording individuals without their consent undermines trust and is unacceptable at Cwmbran High School.

Support and Provision

For repeated failures to follow the school's behaviour policy, we will follow our graduated behaviour response which offers pupils bespoke support to improve their progress and wellbeing. (See Appendix C)

All provisions and interventions are reviewed on a six- or twelve-week cycle unless superseded by repeated behaviour incidences.

Other Policies Related to this Policy

Attendance policy
Uniform Policy
ALN Policy

Appendix A

Classroom Management Strategies

- Moving pupils to a different seat.
- A quiet conversation.
- Moving pupil towards the front.
- Reminding pupil of your expectation.
- Choice conversation – “You can do this OR you can do this. Now think about it, and I will come back”.
- Catch them being good.
- Calm and firm tone of voice – keep it low but firm.
- Extra support with the task.
- Phone calls home.
- Task, time, target – do they know what they need to do, how they do it well and how long they have to do it?
- Positive framing – highlighting the behaviour of others that you want to see in all.
- Pasteur’s Perch – Let them see you watching from afar and observing their learning.

Appendix B

Restorative Conversations

A restorative conversation should be held when a relationship has broken down between two parties (i.e. staff and pupil) or a removal has taken place across school.

The aim of the conversation should always be to listen to how the other party feels and sees the situation, accept your differences and agree a way forward.

Some key questions to discuss in a restorative conversation may be:

- what happened?
- what were your thoughts at the time?
- what have been your thoughts since?
- who has been affected by what happened?
- how have they been affected?
- what do you need to happen now?

Both parties are equal in a restorative conversation, and all parties should be listened to carefully without interruption.

In some cases, it may be necessary for a third party to participate in the conversation in the role of mediator. This could be a department lead, pastoral lead or a suitable impartial member of staff. It is the staff teacher involved with the incident to organise a restorative conversation.

Appendix C

Graduated Response for Behaviour Provision

The number and frequency of behaviours across a department should be monitored, tracked and intervened with by Heads of Department. They should discuss this regularly in Line Management and in Curriculum Meetings.

Across the school, repeated failure to follow the school rules will not be tolerated.

The Head of Phase and the Head of Year are responsible for ensuring the graduated response below is followed to support pupils in their phase.

Days exclusion so far	Action to be Taken	Appropriate Support
1 -4 days	<ul style="list-style-type: none"> • One Page Profile with targets completed or updated by Head of Year, added to Class Charts and shared with classroom teachers. • ALNCO informed so added to monitoring list. • Head of Year to discuss with pupil and parents warning them of the consequences. • Head of Year to identify and agree any support to be put in place with pupils. • Pupil on report to Head of Year for two weeks. • Letter to be sent home by Head of Year to inform parents of actions agreed in meeting and placed in the pupils file. 	<p>STAR testing results checked if literacy concern.</p> <ul style="list-style-type: none"> • Round robin of feedback gathered from teachers on progress, behaviour and effort. • Reasonable adjustments to classroom practise agreed with parents– seating plans, sentence starters, visual aids. • Timetable review and RAG rating. • Check ins agreed with a point of contact in school. • Break and lunch provisions amended. • Extracurricular activities for engagement.
5 - 10 days	<ul style="list-style-type: none"> • Head of Phase to hold formal meeting with pupil and parents. • PSP (Pastoral Support Plan) completed with pupils and parents. • One Page Profile with Targets updated. • ALNCo to be notified to update monitoring list – IDP and referrals completed if required. • Non-statutory governors panel completed after day 10. • Pupil on report to HOP for two weeks • Letter to be sent home to inform parents of actions agreed in meeting and placed on file. 	<p>Review of above and referral to appropriate services</p> <ul style="list-style-type: none"> • Mist • InReach • OutReach • Space Wellbeing • Unicorn • EOTAS <ul style="list-style-type: none"> ○ Provisions • I2A • CAMHS • Counselling • Ashley House • Peaks • EWO • ALNCO referrals to Ed Psych and Space ND and/or HUB interventions.

<p>11 - 15 days</p>	<p>AHT to hold formal meeting with pupil and parents.</p> <p>Review of previous support. Review of current provision and external support.</p> <p>Formal referral to ALNCO for identified assessments (WRAT) and IDP process.</p> <p>Possible placement in IRU, TYFU or other suitable provision as appropriate.</p> <p>Pupil on report to AHT for two weeks.</p> <p>Letter to be sent home to inform parents of actions agreed in meeting and placed on file</p>	<p>All of the above and consideration of the following:</p> <ul style="list-style-type: none"> • YOS referral is appropriate; • Multi agency meeting arranged. • ALNCO to attend meeting.
<p>15+ days</p>	<p>Pupil re-admission interview with parents held by Assistant Headteacher.</p> <p>Review of previous support.</p> <p>Agreed strategies to be shared by AHT to implement.</p> <p>Review meeting date agreed.</p> <p>Possible placement in IRU and referred to ALNCo for IDP process.</p> <p>Letter to be sent home to inform parents of actions agreed in meeting and placed on file.</p> <p>Statutory meeting with governors within 20 days of 15th day exclusion in a term.</p> <p>Information given about potential PEX.</p>	<p>IDP / PSP completed.</p> <p>Managed move considered.</p> <p>PRU placement.</p> <p>Modified timetable with external provision.</p> <p>College for Yr. 11.</p>