



*"Bryn Hafren Comprehensive School
is committed to providing equality of
opportunity for all pupils regardless of
gender, ability or race."*

BEHAVIOUR FOR LEARNING POLICY



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The purpose of this policy` is to tell you about the ways in which Bryn Hafren encourages your child to behave well, work hard and be successful.

It also tells you what will happen when your child does not behave well.

We hope that you will find this booklet useful and that you will help us make Bryn Hafren a safer and happier place to learn and work.

The term 'Parents' refers to Parents and Carers throughout this policy.

Remember

The purpose of our Behaviour for Learning Policy is to improve the conditions for teaching and learning.

The emphasis is on praise and support for the vast majority of students who deserve it. The policy cannot work fully without your support.

Mr T Davies
Headteacher

BEHAVIOUR FOR LEARNING POLICY

At Bryn Hafren our policy for behaviour involves staff, students, parents and governors. If students are to achieve their best then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding environment.

1. Our policy is based on the premise that:

- Each student has the right to learn
- Each teacher has the right to teach without interruption
- Every parent has the right to information about their child's behaviour and to work in partnership with the school to encourage high standards
- Each participant in this partnership needs to be aware of these standards.
- Every student is entitled to equal treatment

2. Acceptable behaviour:

- Includes respecting others
- Includes listening to and responding to teachers
- Includes avoiding conflict with others

2.1 Above all it means students accepting responsibility for their own actions and ensuring that they do not affect the education of others by poor behaviour.

2.2 It is part of our policy at Bryn Hafren that every student will be taught in an environment that permits them to make maximum progress in every lesson. To achieve this, the Behaviour for Learning Policy has been developed. This contains "Classroom Rules" and "Corridor Rules" as your child is entitled to be taught in classrooms free from disruption and to be able to walk about school free from harassment.

2.3 We also have a system that brings rewards to those who behave well. Letters are written by subject and pastoral staff to those achieving and behaving. Pupils are rewarded half termly in celebration assemblies. Pupils gain merits for good classwork and homework throughout the year. These are combined with attendance awards to generate end of year certificates – which can be Bronze, Silver, Gold and Platinum.

The three elements of:

- Rewards
- Classroom / School rules - "Keys to Success"
- Consequences

form the basis of the discipline plan and is the foundation of our Behaviour for Learning Policy at Bryn Hafren.

2.4 Any student breaking our rules will be incurring an appropriate consequence - the rules and consequences are as included in this policy.

2.5 Parents will be informed by letter, student planner, email or telephone of any serious misbehaviour. In the most serious cases students may be sent home (excluded) and parents invited into school to discuss the situation. Parents play a vital role in the Behaviour for Learning Policy and we promise to keep you informed should your child be giving cause for concern.

3. AIMS

The aims of the Policy are to:

1. Clarify what is meant by 'good behaviour' to all members of the school community.
2. Encourage a positive learning environment where children behave well towards each other, and their teachers, and where effort, hard work and good behaviour are rewarded.
3. Ensure that all staff motivate their students by using a variety of rewards to recognise good behaviour, as individuals and as a whole class, in a structured way.
4. Ensure that all staff have an important role to play in encouraging good behaviour.
5. Ensure that students, staff and parents have a clear understanding of the consequences of misbehaviour.
6. Encourage all students to value themselves and their own efforts, their class and their school, so that they grow socially, personally and academically.

The aims of Bryn Hafren are to:

- To help all pupils reach their full potential
- To prepare pupils to be the citizens of tomorrow
- To enable all pupils to have equal access to all that the school offers
- To develop in pupils a sense of self-worth and respect for others
- To promote in pupils a caring community spirit

If we are to achieve our aims it is vitally important that attitude to learning is very positive and that standards of behaviour are as high as they can possibly be. The Home School Agreement, which parents are asked to sign when their daughters transfer to Bryn Hafren, places great emphasis on working in partnership with parents to ensure that we achieve our aims.

4. RESPONSIBILITIES

Good behaviour does not happen by accident. It is the responsibility of those concerned with the school i.e. Students, Staff, Parents and Governors.

4.1 Students' Responsibilities are to:

- abide by the Home School Agreement
- work to the best of their ability and allow others to do the same
- treat others with respect
- obey the instructions of school staff
- take care of property and the school environment
- co-operate with other children and adults
- complete work, homework and any coursework to the best of their ability
- wear the Bryn Hafren uniform correctly at all times during the school day. Students should also arrive and leave school correctly dressed
- wear a conventional hairstyle and have no unusual piercings (including facial piercings or spacer earrings) and/or tattoos
- attend school and arrive on time

4.2 Staff Responsibilities are to:

- abide by the Home School Agreement
- treat all children fairly and equally
- raise the self-esteem of all children and develop their full potential
- provide challenging, interesting and relevant lessons appropriate to the age and ability of all students
- create a safe and pleasant environment
- use rules and sanctions, outlined in the Bryn Hafren Behaviour for Learning Policy, clearly and consistently
- form good relationships with parents
- share concerns about a child's education, welfare and behaviour with the parents

4.3 Parents' Responsibilities are to:

- abide by the Home School Agreement
- support the Bryn Hafren Behaviour for Learning Policy
- share concerns about their child's education, welfare and behaviour with the school
- take an interest in their child's work and achievements
- help their child with their work
- attend Parents' Evenings and support school functions
- support the school in achieving a minimum 95% attendance for their child

- inform the school of any child's absence
- ensure their child arrives at school, on time
- not take their child on holiday in term time
- ensure their child is in full school uniform
- ensure that their child has a conventional hairstyle and has no unusual piercings and/or tattoos (including facial piercings or spacer earrings)
- ensure their child has the time, space, encouragement and support to complete homework and all coursework to the best of their ability.

5. RULES – KEYS TO SUCCESS

To help us achieve our aims we have agreed (following consultation with students) a set of rules for around the school - these form part of our Behaviour for Learning Policy and students are expected to follow this code at all times.

5.1 These rules are entitled 'Keys to Success' and are listed below:

Keys to Success - Rules of Behaviour for the Classroom

KEYS TO SUCCESS

1. Pupils arrive at the classroom door and line up outside. The teacher/cover supervisor greets them at the door and invites them in.
2. Pupils sit according to any seating plan.
3. Pupils enter classroom wearing school uniform - jumpers/blazers and tie (no coats and no hoodies).
4. Many teachers find it useful to have pupils standing behind chairs at the start and at the end of lessons to create an orderly atmosphere.
5. School bags must be unpacked and put on the floor.
6. Registers should always be taken - pupils will be given a permission slip if they have to leave early from a lesson. Only one pupil may leave the classroom at a time to go to the toilet / visit the first aider.
7. Pupils should not eat or chew gum during lessons. Bottled water is allowed.
8. Pupils may only move around the class with the teacher/cover supervisor's permission.
9. Mobile phones are not permitted to be out in lessons unless directed by the teacher and used as an integral part of the activity.
10. At the end of the lesson pupils need to stand behind chairs and be dismissed a row at a time to help ease congestion in the corridors.
11. Pupils must show respect to staff and peers at all times.
12. Pupils will follow specific subject codes of conduct for safety in subject areas.

5.2 Corridor Rules

CORRIDOR RULES

1. Obey staff instructions without comment
2. Follow the one way system at all times
3. Walk in an orderly fashion. No loitering
4. Wear the Bryn Hafren uniform correctly at all times
5. No running or shouting
6. No pushing
7. No bullying, teasing or name-calling
8. No litter to be dropped

6. REWARDS

Students should always be commended for good behaviour. Staff should recognise students' special achievements and share such information with other colleagues. Comments should also be communicated to the Form Tutor.

At Bryn Hafren we believe that children are motivated to learn by praise, reward and celebration of achievement. Some of the rewards that we use are given below:

6.1 Rewards

- Verbal Praise – members of staff will tell students when their work or behaviour is good or shows improvement
- Subject Certificates
- Positive note in planners to parents and/or Form Tutor
- Contact home
- Positive Logs
- Various prizes and privileges
- Student of the half term – form tutor commendation
- Student of the Year – pupils with greatest number subject nominations
- Attendance Certificates will be awarded to students who achieve 100% attendance in a half term, a whole term and a full year. A 'Non-Uniform Day' will be awarded to a form who achieves 100% attendance for a full week.

7. CONSEQUENCES FOR MISBEHAVIOUR

See Appendices 1 & 2

8. SANCTIONS AND CONSEQUENCES

8.1 Loss of free time

Students may lose their right to spend time with their friends at break and/or lunchtime. Examples of the reasons for this sanction are because the student causes problems at those times or leaves the site without permission. In extreme cases a student may be not allowed to remain on the site at lunchtime and the parents expected to make alternative arrangements.

8.2 Truancy from lessons

Students who truant a lesson will be expected to make up the time missed in departmental lunchtime detentions.

8.3 Punctuality

Promptness to school is an important discipline for life. If a student arrives late without good reason they are missing teaching time and disrupting the lesson. If a student arrives late in the morning they will receive a detention. Year Teams monitor punctuality in conjunction with the Senior Leadership Team. Punctuality to lessons is also a key to success and if a student accumulates three late marks to lessons they will be issued a detention by departments.

8.4 Departmental Sanctions

Departments will have sanctions as appropriate for incomplete homework, or subject related issues such as lack of kit / equipment. Departments / faculties will run detentions as appropriate.

8.5 Lower / Middle School Isolation

Following incidents of a more serious nature, a student may be internally isolated for a day or part of the day. Students will be provided with work and a letter will be sent home to parents by the HOY.

For the following incidents students may be internally isolated:

- Smoking on site (or off site whilst in school uniform)
- Being in the presence of smokers on site (or off site whilst in school uniform)
- Persistent non-attendance at detention
- Extreme rudeness to members of staff

- Persistent truancy of lessons
- Bringing the school into disrepute
- Other incidents to be decided at the HOY's discretion.

9. EDUCATIONAL VISITS POLICY

9.1 Students must remember that attendance on school educational visits is a privilege and not an automatic right. If a student's behaviour before an educational visit is unacceptable and if a student does not have an acceptable behaviour record the student will not be accepted on the educational visit.

9.2 The member of staff responsible for organising the educational visit will contact the HOY in the early planning stages, prior to the educational visit letters being issued and circulated to student and parents/carers. The HOY will review all up-to-date behaviour data and will inform the member of staff of the names of the students with excessive negative behaviour points. These students will not be allowed to attend the educational visit. The HOY will discuss this with the student and their parents/carers.

9.3 The HOY will discuss with the member of staff organising the educational visit, any students whose negative behaviour points are approaching a cause for concern. The opportunity to attend the educational visit will be made available to these students, but with clear targets set in place for improved behaviour in the time prior to the trip taking place. The HOY will discuss these targets with the student and parents/carers. Failure to meet these targets could result in the student being removed from the educational visit. Any payments made would not be refunded. The member of staff organising the educational visit must be confident that the student has demonstrated improved behaviour before a final decision is made about the student's attendance on the educational visit.

9.4 The School has the right at any time to withdraw any student from a educational visit if they are involved in any behaviour which we deem does not live up to our behaviour for learning expectations and a refund will not be guaranteed.

9.5 Pupils taking part in any educational visit have to abide by school rules – see earlier page.

Appendix 1 – Consequences for disruption of lessons.

Consequence	Pupil Action	Staff action	Action to follow	Strategic action / intervention planning
Verbal	Low level disruption	Staff to use effective techniques of classroom management prior to formalising approach		
C1	Continued low level disruption	Warn Pupil	Name on board Log C1 in SIMS	Class Teacher
C2	Continued disruption	Pupil moved seats	Log C2 in SIMS	Monitored by HOD / HOY
C3	Continued disruption / escalation	Pupil moved to new class (predetermined partner lesson)	Department detention / Departmental report / Letter home - faculty Log C3 in SIMS	3 letters in 30 days – Parents invited to meeting with HOY / HOD
C4	Pupil misbehaves in 2 nd classroom / will not attend	SLT sent for via emergency button	Internal isolation for lesson with Duty SLT / Letter to parent - SLT Following lesson pupil removed for 1 lesson within faculty Log C4 in SIMS	3 letters in 30 days – Parents invited to meeting with year SLT link
Severe clause	For severe misbehaviour (including but not limited to fighting, vandalism, bullying & directed use of foul and abusive language)	Likely exclusion	Log C5 in Sims	Parent invited to discuss with SLT member upon return / behaviour contract

Appendix 2 – Consequences for inappropriate behaviour outside of lessons.

Consequence	Pupil Action	Staff action	Action to follow	Strategic action / intervention planning
Verbal	Low level disruption	Staff to use effective techniques		
B1	Low level disruption	Inappropriate behaviour in corridors and form room	Spoken to by duty staff / supervisor Log B1 in SIMS	
B2	Continued low level disruption	Escalation of disruptive behaviour – non compliance	Spoken to by duty staff / supervisor Log B2 in SIMS	
B3	Significant disruption	Continued disruption reported to Head of Year	HOY detention / report /letter home informing parents of concerns Log B3 in SIMS	3 letters in 30 days – Parents invited to meeting with HOY
B4	Continued significant disruption	Significant continued disruption / SLT involved to resolve	Internal isolation with SLT / Letter to parent Log B4 in SIMS	3 letters in 30 days – Parents invited to meeting with attached year SLT
Severe clause	For severe misbehaviour (including but not limited to fighting, vandalism, bullying & directed use of foul and abusive language)	Likely exclusion	Log B5 in SIMS	Parent invited to discuss with SLT member upon return / behaviour contract

Staff member to log on SIMS most severe behaviour noted at the end of a session.