

YSGOL UWCHRADD BODEDERN



Promoting Good Behaviour Policy

Adopted by:

Date:

Review date:

Next review:

Contents

1. Aim	2
2. Objectives	2
2. Legal and statutory requirements	2
3. Definition.....	3
4. Bullying	4
5. Roles and responsibilities	5
6. Pupil behaviour code.....	6
7. Rewards and sanctions.....	6
8. Control of behaviour	7
9. Training.....	8
10. Monitoring the system.....	8

1. Aim

Discipline at Ysgol Uwchradd Bodedern is based on:

- A system where every **teacher is responsible** for the **behaviour** of children under his/her care – in the registration class, the classroom, around the school and during extracurricular activities
- Taking every opportunity to **praise the pupils**; everyone is expected to take full advantage of opportunities to record praise using school systems
- **Respect**; towards others, towards ourselves, towards belongings/property and towards the school

2. Objectives

The objectives of this policy are to:

- Provide a **consistent response** to the behaviour aim
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how we expect pupils to behave**
- Summarise the roles and responsibilities different people in the school community have regarding behaviour
- Outline our reward and punishment system

3. Legal and statutory requirements

This policy is based on advice by the Education and Skills Office as regards:

- Behaviour and discipline in school
- Searching, screening and confiscating
- Equality Act 2010
- Use of reasonable force in a school

- **Supporting pupils with medical conditions in the school**
- **School Transport Guidelines and Service**

It is also based on the ALN and Disability Practice Code.

In addition to this, the policy is based on

Section 175 of the 2002 Education Act, which outlines the school's responsibility to protect and promote its pupils' welfare.

Sections 88-94 of the Education and Inspections Act 2006, which asks schools to control pupil behaviour and to issue a behaviour policy and a written declaration on behaviour principles, and gives schools the authority to confiscate pupil property.

- The Education Office's guidelines which explain that maintained schools should publish their behaviour policy on line 3.

4. Definitions

Misbehaviour is defined as:

Disturbance in lessons, in corridors between lessons and during break and lunch time.

Refusing to finish classwork or homework.

A poor attitude.

Wrong school uniform.

Serious misbehaviour is defined as:

- Persistent breaking of school rules including constant public use of phone/device
- Refusing to follow reasonable advice/instruction
- Swearing, threatening or aggressive behaviour towards staff
- Any form of bullying
- Sexual assault, which is unwanted and which causes shame, pain, fear or threat
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Be in possession of banned items. These are:
 - Knives or weapons (including a "laser pen")
 - Alcohol
 - Illegal drugs (or any substance which causes a change in behaviour)
 - Stolen items
 - Tobacco, vapes, lighters, matches and cigarette papers
 - Fireworks
 - Pornographic images

- Any item a member of staff reasonably suspects has been used, or is likely to be used to commit a crime, or to cause personal injury to, or damage the property of any person (including the pupil)

5. Bullying

Bullying is defined as causing intentional and repetitive nuisance to a person or a group of people by another person or group, where the relationship shows an imbalance of power.

Bullying is therefore:

- With intent to hurt
- Repetitive, often over a long period of time
- Difficult to defend.

Bullying can include:

Type of bullying	Definition
Emotional	Be unkind, leave people out, torment.
Physical	Hitting, kicking, pushing, taking other people's property, any use of violence.
Racist	Racist provocation, graffiti, gestures.
Sexual	Clear sexual comments, showing sexual intentions, sexual gestures, unwanted physical attention, comments about reputation or performance, or inappropriate touching.
Direct or indirect verbal comments	Name-calling, sarcasm, sharing rumours, leg-pulling.
Cyber-bullying	Bullying which happens online, such as through social networks, messaging apps or games websites.

The school's response to stop and respond to cases of bullying is given in the school's anti-bullying strategy.

Roles and responsibilities

6.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written declaration of principles of behaviour. (Appendix 1)

The Governing Body will also review the behaviour policy with the Headteacher and monitor the effectiveness of the policy, holding the headteacher responsible for implementing it.

6.2 The Headteacher

The headteacher is responsible for reviewing this behaviour policy jointly with the governing body, giving due consideration to the principles of the school's behaviour declaration (Appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and he/she will monitor how staff implement this policy to ensure that rewards and punishments are implemented consistently.

6.3 Staff

Staff are responsible for:

- implementing the behaviour policy by following the correct/agreed procedures
- modelling positive behaviour
- provide a personalised method of tackling specific pupils' specific behavioural needs
- record behavioural incidents
- welcome pupils to the classroom/ release them in an orderly fashion
- use *class charts* to plan a detailed 'seating plan' for every class
- the senior leadership team will support staff in responding to behavioural incidents

6.4 Parents

Parents are expected to:

- Support their child in keeping to the pupil code of behaviour
- Inform the school of any change in circumstances that could affect their child's behaviour
- Discuss any behaviour concerns promptly with the school
- Arrange an appointment with the appropriate person to discuss the concerns

7. Pupil code of behaviour

Pupils are expected to:

- Behave in an orderly and self-controlled manner
- Are not allowed to use phones/devices in school
- Show respect towards members of staff and each other
- In class, ensure that it is possible for every pupil to learn
- Move quietly and in an orderly manner around the school
- Treat school buildings and school property with respect
- Arrive punctually at school, to lessons and all organised activities
- Wear the correct school uniform at all times
- Accept sanctions when given
- Abstain from behaving in a manner which bring disrepute to the school, including when off school premises
- Behave in a welcoming and respectful manner towards all authorised visitors

7.1 List of rewards and punishments

Rewards will be continuously reviewed and according to the Learner's Voice. Positive behaviour will be rewarded with:

- Praise
- Merit points
- Letters or phone calls to parents
- Special responsibilities/privileges
- School visits

The school can use one or more of the following sanctions for unacceptable behaviour:

- Verbal reprimand
- Send the pupil out of the classroom
- Ban from organised activities/trips

- Expect the work to be completed at home, or at break or lunch time
- Keep the pupil in over break or lunch time
- Refer the pupil to a senior member of staff
- Letters or phone calls to parents
- Agree on a behaviour contract
- Place the pupil on a monitoring card

We may use the inclusion rooms in response to serious or persistent breaches of this policy. Pupils may be referred to the inclusion rooms during lessons by a member of staff if they are disruptive, and they will be expected to complete the same work as if they were in the classroom.

Pupils who do not attend a specific period will also be sent to the inclusion room (Porth and Room 46). The inclusion room will be ruled by the welfare team's conditions.

7.2 Behaviour off-site

Sanctions may be given when a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus to or from school. This can be considered a serious breach of school rules.

7.3 Malicious allegations

When a pupil makes an accusation against a member of staff and it is shown that the accusation is false and malicious, the headteacher will discipline the pupil according to this policy. This can be considered a serious breach of the school rules.

8. Control of behaviour

8.1 Controlling a classroom

Teaching and support staff are responsible for setting the tone and context for positive behaviour in the classroom by:

- Creating and maintaining a stimulating environment which encourages pupils to engage
- Displaying the pupil code of behaviour
- Being present on the corridors between lessons
- Developing a positive relationship with pupils, that may include:
- Greeting pupils in the morning / at the beginning of lessons; lessons starting within 5 minutes of the bell
- Establishing clear practices
- Conveying behaviour expectations in other ways apart from verbal
- Drawing attention to and promoting good behaviour
- Bring the day to a close positively and start the next day anew
- Have a plan for dealing with low level disruption
- Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff can use reasonable force to restrain a pupil to stop them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Physical restraint incidents must always:

- Be used as a last resort
- Be used using the minimum of force and for the shortest possible time
- Be used in a way which maintains the safety and dignity of everyone involved
- Never be used as a type of punishment
- Be recorded and reported

8.3 Confiscation

Any banned items in pupils' possession will be confiscated. These items will not be returned to the pupils. We will also confiscate any item which is harmful or harmful to school discipline e.g. Mobile Phones. Pupils may collect these at the end of the school day, unless the Headteacher is of the opinion that discussion is necessary with senior leaders and parents.

Searching and screening pupils will be done according to the latest guidelines on [searching, screening and confiscating](#).

8.4 Pupil support

The school acknowledges its legal duty under the Equality Act 2010 to stop pupils who have a protected characteristic from being under disadvantage. As a result, our method of challenging behaviour can be differentiated in order to satisfy the pupil's needs.

The school's additional learning needs co-ordinator will appraise a pupil who displays challenging behaviour to decide whether they have any basic needs that are not being satisfied at the time.

Where necessary, support and advice will be sought from specialist teachers, the education psychologist, medical practitioners and/or others, to note or support specific needs.

When acute needs are noted in a pupil, we will contact the external agencies and plan support plans for that pupil. We will work with parents to create the plan and review it regularly.

9. Training

Our staff are fully trained to control behaviour, including restraint, as part of their continuous professional development.

10. Monitoring arrangements

The behaviour policy will be fully reviewed by the headteacher and governing body annually. The written declaration of the principles of behaviour (Appendix 1) will be fully reviewed by the headteacher and governing body annually.

YUB Behaviour Guidelines

Contents

1. Welfare team staffing structure.....	9
2. Behaviour code	10
3. Punishment steps.....	11
4. Recording descriptions of misbehaviour.....	14
5. Praise steps	16
6. Recording descriptions of praise.....	16
7. 'On-call' plan, emergency card	17
8. Role of the tutors	18
9. Welfare support, room 46.....	19
10. Anti-bullying	20
11. Duty.....	21
12. Video / live learning.....	22
13. Inclusion	23
• Pivotal appendix	
• Behaviour Flowchart appendix	

1. The staffing structure of the welfare team.

Headteacher
Mr Paul Matthews-Jones

Senior Leadership Team
Ms Rowena Saunderson, deputy head
Mr Siôn Wyn Lloyd, assistant head
Mr Arwyn Roberts, assistant head

Inclusion
Mr Bryan Griffiths
Assistant Head

ALN Co-ordinator
Mrs Lora Stephen

Head of Year 7
Mr John Arwel Jones

Head of Year 8
Mr Paul Magee

Head of Year 9

Head of Year 10
Mr Sam Ellis

Head of Year 11
Mr Carwyn Lloyd Owen

Head of Year 12 and 13
Ms Awel Glyn

Learning Coaches
Ms Rachel Jones
Ms Nia Richards
Ms Donna Williams
Ms Catrin Owen

Attendance Officer
Ms Miriam Thomas

Facilitator
Mrs Carys Rowlands

Welfare Officers
Ms Mared Roberts

Inclusion Officer: Mr Huw Edwards
Inclusion Assistants: Ms Ceri Prichard, Ms Leri Roberts

To support / mentor staff welfare. A mentoring scheme is used between members of the SLT and heads of years.		
Year 7	Mr John Arwel Jones	Mr Paul Matthews-Jones
Year 8	Mr Paul Mcgee	Ms Rowena Saunderson
Year 9	Mr Sam Ellis	Mr Bryan Griffiths
Year 10	Mr Huw Edwards	Mr Siôn Wyn Lloyd
Year 11	Mr Carwyn Lloyd Owen	Mr Arwyn Roberts
Year 12 & 13	Ms Awel Glyn	Mr Siôn Wyn Lloyd

2. Behaviour Code

BODEDERN
HAU I FEDI

Seilir Cŉd Ymddygiad Ysgol Uwchradd Bodedern ar BARCH

at eraill at eich hun at eiddo at yr ysgol

The school's behaviour code is based on RESPECT

to others to yourself towards property to the school

Gwisg ysgol lawn bob dydd

Full school uniform every day

CADW EICH FFONAU SYMUDOL YN EICH BAGIAU

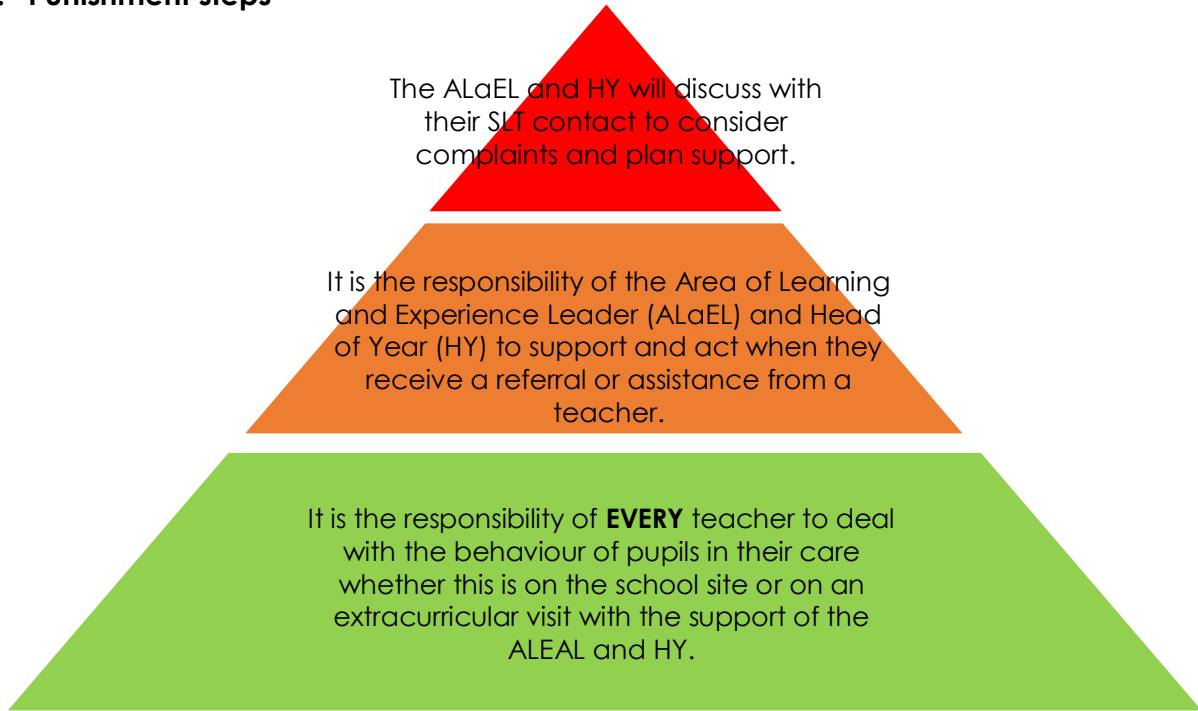
Leave your mobile phones in your bag

DIM DIODYDD EGN

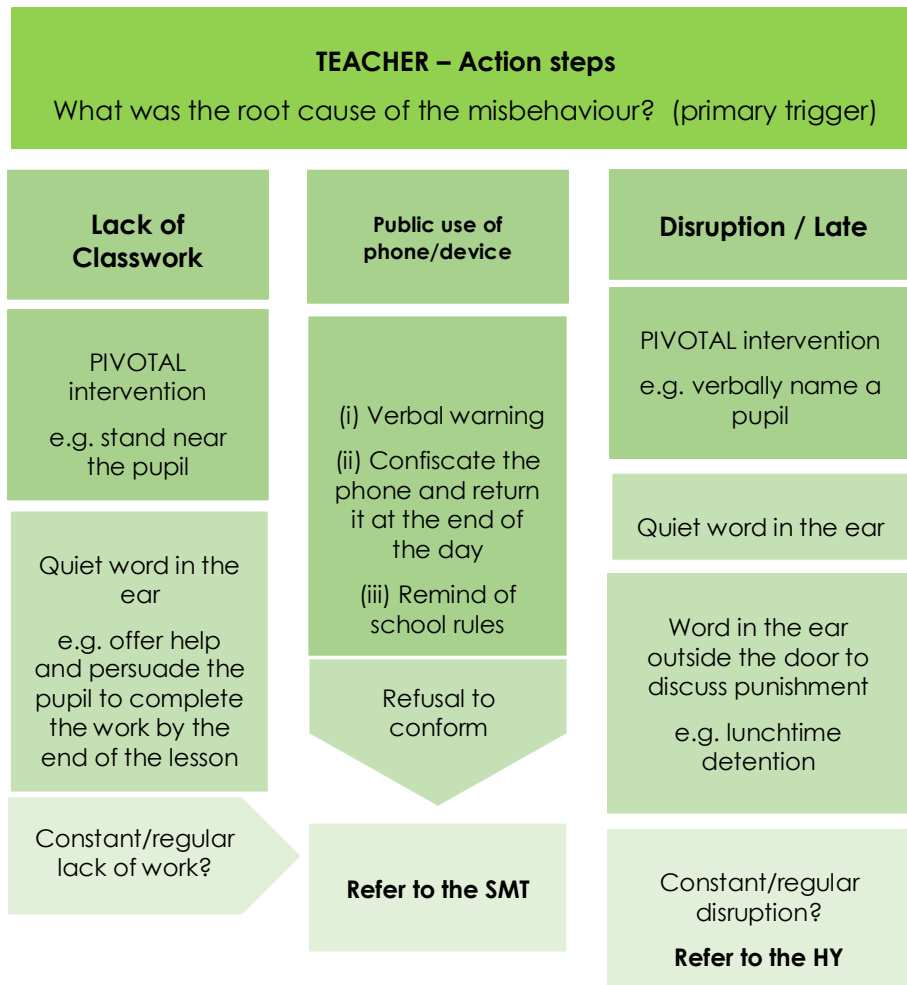
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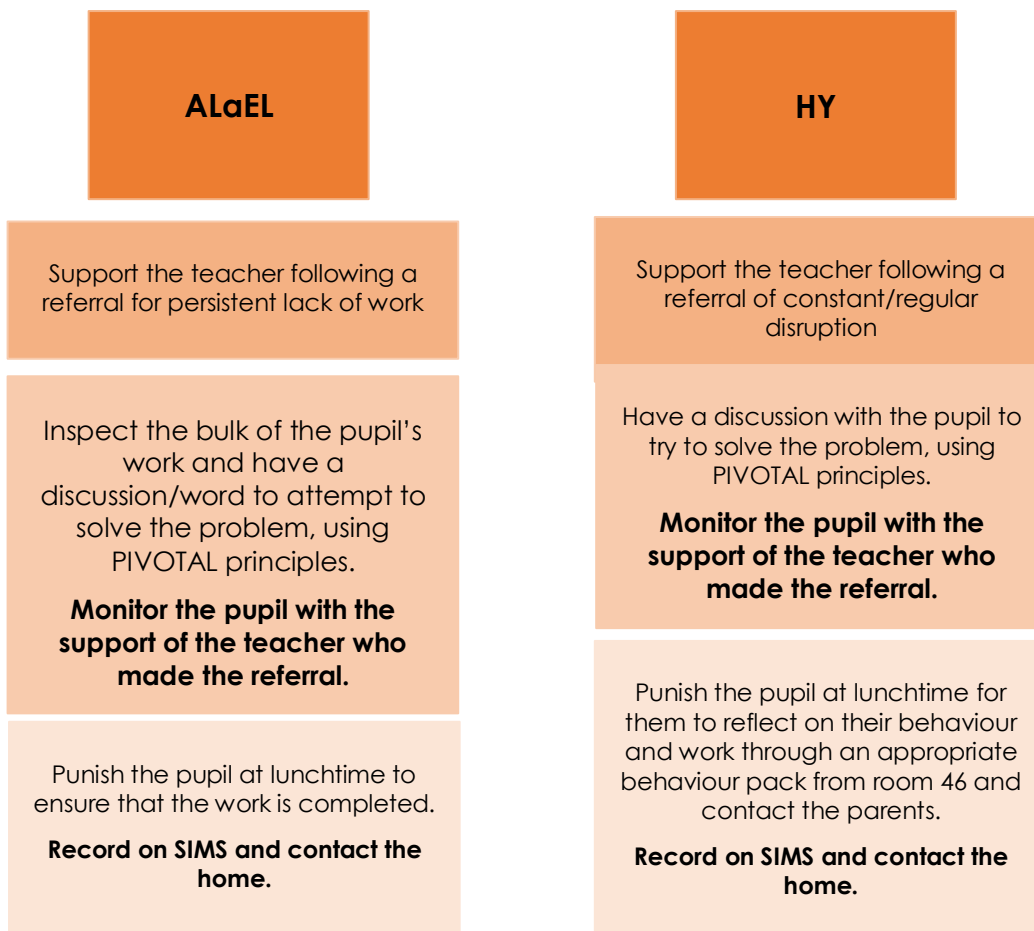
3. Punishment steps



STEP 1: It is the responsibility of **EVERY** teacher to deal with the behaviour of pupils in their care whether this is on the school site of on an extracurricular visit.

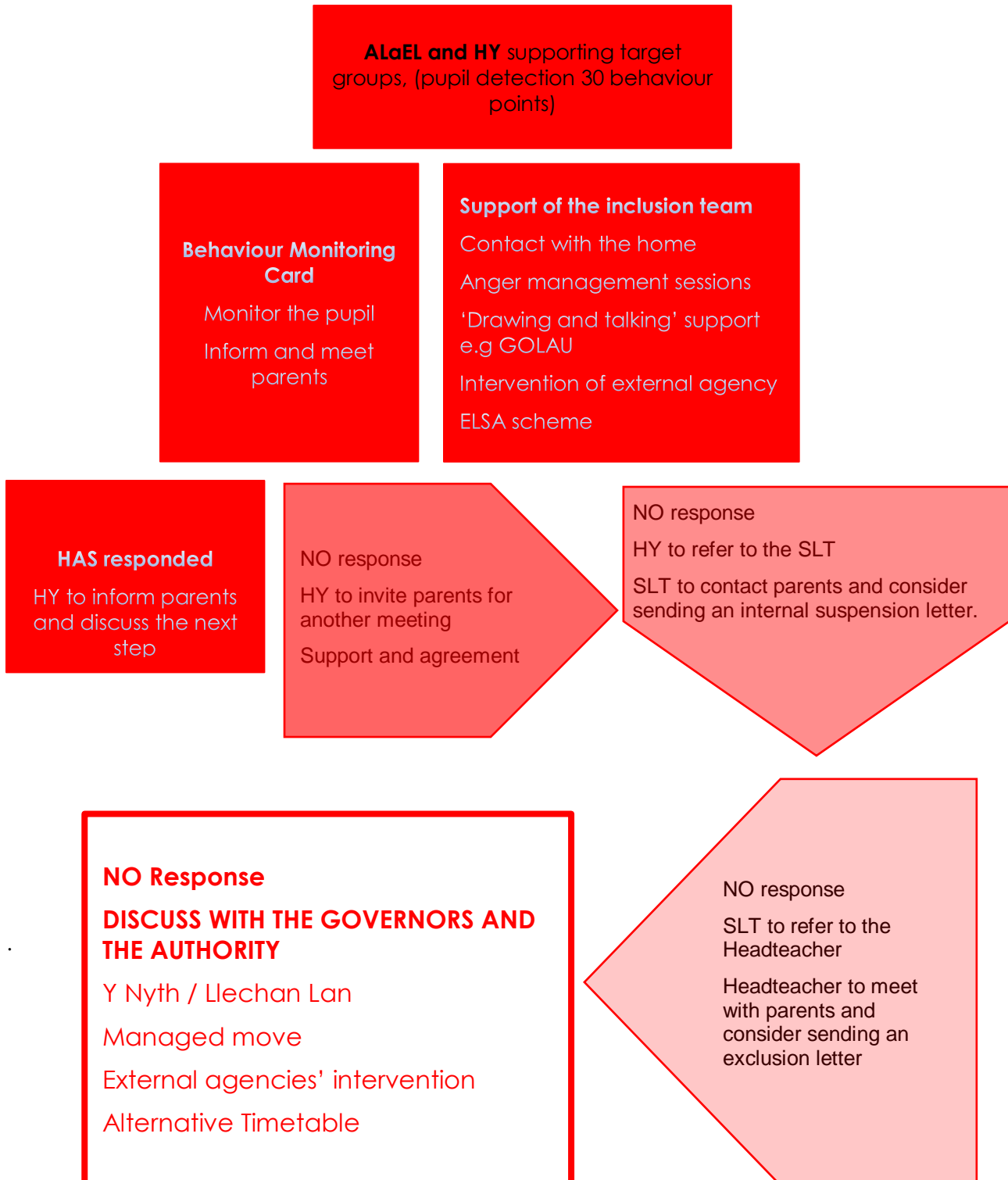


STEP 2: It is the responsibility of the Area of Learning and Experience Leader (ALaEL) and the Head of Year (HY) to support and act when receiving a referral or assistance from a teacher.



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STEP 3: The ALaEL and HY to discuss with their SLT contact to consider complaints and plan support.



4. Recording descriptions of misbehaviour

***Guide only, response can change depending on individual circumstances**

Incident	Punishment?	By whom?	Number of points?	Contact parents?
Theft	Refer to the HY and SLT	Class Teacher	3	Yes
Lack of homework after a warning	Class teacher to give a second chance, verbal warning	Class Teacher	1	No
Lack of homework after several warnings	Refer to the ALaEL	ALaEL	2	Yes
Unacceptable classwork after a warning	Class teacher to give a second chance, verbal warning	Class Teacher	1	No
Unacceptable classwork after several warnings	Refer to the ALaEL	Class Teacher	2	Yes
Use of mobile phone in a lesson	Lunchtime detention, confiscate the phone and return it at the end of the day	HY and SLT	3	Yes
Inappropriate language on the corridor	Lunchtime detention	Class Teacher	2	Yes
Inappropriate language towards a fellow pupil	Lunchtime detention x 2	Class Teacher and HY	3	Yes
Inappropriate language towards staff	Internal suspension	UDA	4	Yes
Cheeky and challenging towards staff	Lunchtime detention x 3	PB and SLT	3	Yes
Cheeky and challenging towards staff again	Internal detention	SLT	4	Yes
Late to lesson	Class teacher to give a second chance, verbal warning	Class Teacher	1	No
Late to lesson again	Punishment by class teacher	Class Teacher	2	Yes
Ignoring school rules	Lunchtime detention	Class Teacher	1	No
Ignoring school rules (continued)	Refer to the HY	HY	2	Yes
Assaulting a fellow pupil	Refer to the SLT	Class Teacher	4	Yes
Fighting	Refer to the HY and SLT	SLT	4	Yes
Leaving/Out of school grounds after a warning	Class tutor to give second chance, verbal warning	HY and class tutor	1	No
Leaving a lesson without permission	Refer to the HY, ALaEL and SLT	SLT	4	No
Leaving school grounds	Refer to the HY and SLT	SLT	4	Yes
Disrupting activities after a warning	Class teacher to give second chance, verbal warning	Class Teacher	1	No

Disrupting activities – Persisting after a warning	Refer to the Area Leader	Class Teacher	2	Yes
Emergency Card due to behaviour	Refer to HY and SLT	Welfare team (implement PIVOTAL training)	4	Yes
Bullying	Lunchtime detention HY to record on SIMS only	Tutor and HY	2	Yes
School bus - unacceptable behaviour	Inform the duty team leader and Mrs Ann Roberts, verbal warning / record on SIMS	Duty Staff	1	No
School bus – persisting with unacceptable behaviour	Inform the duty team leader and Mrs Ann Roberts, the authority, lunchtime detention / record on SIMS	SLT	3	Yes
Unacceptable appearance after a warning	Class tutor to give a second chance, verbal warning	Tutor	1	No
Unacceptable appearance continuing	Refer to the HY, punishment and send a letter home	HY	2	Yes
Lack of equipment / books after a warning	Class teacher to give second chance, verbal warning	Class Teacher	1	No
Lack of equipment / books after several warnings	Refer to the ALaEL	ALaEL	2	Yes
Damaging equipment / books intentionally	Refer to the ALaEL (in class) and the HY (break and lunchtimes)	Class Teacher	3	Yes
Smoking – first time	Refer to HY	Tutor	2	Yes
Smoking - again	Refer to SLT	HY	3	Yes
Truancing	Refer to HY and SLT	Tutor & Class Teacher	4	Yes
Incomplete Physical Education kit	PE teacher to give a second chance, verbal warning	PE teacher	0	No
Incomplete Physical Education kit after a warning	Punishment by the PE teacher	PE teacher	1	Yes

5. Praise Steps: Take every opportunity to **praise pupils**; everyone to take full advantage of the opportunities to record praise via the school's systems

Celebrate our pupils' successes
through reward ceremonies
assemblies, the press, school website,
displays etc

Record on SIMS and inform pupils and parents through *classcharts*, reviews, phone calls, letter, text, website etc.

Acknowledgement of success by the school of effort levels 1 in reviews.

Extracurricular contribution e.g. Drama, Urdd Eisteddfod, concerts, School Eisteddfod.

Representing Ysgol Uwchradd Bodedern on a County or National level.

Be part of the squad of one of Ysgol Uwchradd Bodedern's teams for the term.

We need to acknowledge and celebrate successes in order to raise pupils' confidence and raise their expectations. To get the best from our pupils we need to get to know them as individuals and establish a positive relationship with them. By greeting and welcoming pupils, smiling, sharing responsibilities, seating plan, positive attitude, learning names, listening, modelling pupils' good work, fairness, patience, consistency, flexibility, friendliness, empathy, use of humour, fun, identify skills/talents, use of examples pupils can identify with and hold extracurricular activities.

6. Record descriptions of praise

***Guidance only, response can change depending on individual circumstances**

Praise	What kind of praise?	How to inform?	Number of points
Member of a school forum and council	Letter home	Letter, school website and assembly	3
Praise for performing / competing	Verbal acknowledgement	School website and assembly	2
Praise for pupil	Verbal acknowledgement	praise gossip group	1
Representing the school	Assembly and verbal acknowledgement	School website and assembly	2
Representing the school in an extracurricular activity	Assembly and verbal acknowledgement	School website and assembly	2
Excellent work throughout the review period	Certificate	Assembly and reviews	1
Good community / citizenship work	Assembly and verbal acknowledgement	School website and assembly	2

Improvement in standard of classwork	Phone call home by the HY or Learning Coach	Phoning	2
Very good effort in a review	Certificate	Assembly	1
Full attendance over the review period	Assembly and verbal acknowledgement	School website and assembly	2
Behaviour improved over the review period	Phone call home by the HY or Learning Coach	Phoning	2
Consistent excellent behaviour	Special reward	Assembly	5
Good behaviour in a lesson	Verbal	Praise point	1

7. EMERGENCY / 'on-call'

Phone call used in an **EMERGENCY** due to:

- Medical emergency e.g. pupil having an epileptic or asthmatic fit
- Accident in a class and first aid required
- When a teacher sees a stranger around the school site without a lanyard
- Truancy from a lesson
- When a pupil misbehaves in a threatening/aggressive way towards a fellow pupil or teacher
- When a pupil assaults a fellow pupil or teacher

Phoning or giving a reliable child the "**EMERGENCY!**" card and telling them to hurry to fetch an available member of the welfare team.

[They will have an opportunity to consider their situation and write a report of the incidents, by waiting for the teacher to have an opportunity (break, lunch time or at the end of the day) to give a full report of the incidents to the SLT – **this is essential.**]

Following an incident, there will be a 'restorative justice' session the following day based on 'PIVOTAL' principles between the pupil, teacher and a member of the SLT.

8. The role of Tutors

8.1 Morning registration period. An assembly is held two days a week in the Theatre for years 7 to 10, one day a week for years 11, 12 and 13. During the periods when classes do not attend, teachers are expected to use the time to teach health and wellbeing lessons and profile pupils.

Class	Tutor	Room	Assembly
7 Alaw	CMJ	49	Tue, Fri
7 Branwen	EHC	1	Tue, Fri
7 Ceinwen	RWR	5	Tue, Fri
7 Dwynwen	HH	4	Tue, Fri
7 Edwen	NCJ	2	Tue, Fri
7 Ffraw	CRH	12	Tue, Fri
7 Gruffydd	KT	52	Tue, Fri
8 Alaw	SP	8	Tue, Fri
8 Branwen	JR	34	Tue, Fri
8 Ceinwen	SRD	54	Tue, Fri
8 Dwynwen	ALJ	36	Tue, Fri
8 Edwen	REW	29	Tue, Fri
8 Ffraw	ED	43	Tue, Fri
9 Alaw	BR	44	Mon, Thurs
9 Branwen	CH/NWJ	25	Mon, Thurs
9 Ceinwen	RW	33	Mon, Thurs
9 Dwynwen	SM	7	Mon, Thurs
9 Edwen	SA	14	Mon, Thurs
10 Alaw	NO	11	Mon, Thurs
10 Branwen	LJ	15	Mon, Thurs
10 Ceinwen	GBJ	19	Mon, Thurs
10 Dwynwen	EA	26	Mon, Thurs
10 Edwen	LRJ	50	Mon, Thurs
10 Ffraw	GWJ	35	Mon, Thurs
11 Alaw	LNR	9	Wed
11 Branwen	RHD	13	Wed
11 Ceinwen	SSH	10	Wed
11 Dwynwen	ESJ	6	Wed
11 Edwen	LH	17	Wed
11 Ffraw	KJ	21	Wed
12 Alaw	CG	3	Wed
12 Branwen	CR	24	Wed
13 Alaw	LO	51	Wed
13 Branwen	CHJ	55	Wed

8.2 Pastoral periods:

- The head of year will prepare and the tutor will present the health and wellbeing lesson according to the work programme, and this can include guest speakers. In most lessons the emphasis should be on discussion work – through the medium of Welsh. (All pastoral lessons will be on the staff site R - PSE – Pastoral Lessons). Also thematic video clips will be shared every week on the basis of '5 steps to wellbeing'.
- There will be a tutorial noticeboard: Ensure it is current and neat. Some of the things that can be included on it are: dates, class assemblies, list of School Council and forum members, 'Your Voice' posters.
- Assistance: Remind the pupils regularly who is available to help them, referring them to the assistance noticeboard in every aelwyd and the contents of their contact book and the school website.

- The pupil's voice: Ensure sufficient time for class/forum/school council representatives to consult with members of the class and report back to them following meetings.

8.3 Attendance

- Use questioning / challenging / praising according to the guidelines of the school's Attendance and Punctuality Policy. Refer absences of over a week / pattern of absences to the HY immediately.
- The tutors are responsible for correct and careful registration according to instructions (the record is a legal document – refer to the Attendance and Punctuality Policy).
- An explanation for an absence must be secured and deficiencies and cases of frequent absences and patterns of absence must be referred to the attention of the HY.

8.4 Order

- Ensure everyone is orderly and is **sitting** quietly (following the *class charts* seating plan) in the registration periods and that all pupils confirm their presence when their name is called.
- Respond to pupils who are late to registration and / or are regularly late arriving at school.
- Tutors should insist that pupils bring their bags with them to Wednesday morning registration [but not their coats] and that they go straight to their lessons (**NO MOBILE PHONES**).

8.5 Profiling

- Tutors should aim to meet with every child regularly; in order to hold a profiling session and coaching/encouragement; interviews of around 10 minutes and recording of the main points of the interview under the heading 'profiling' on 'behaviour' SIMS.
- This should be arranged the previous day and the pupil encouraged to bring all their books to the interview. It would be best also to arrange a reserve in case the first pupil is absent.
- Consideration should be given to which aspects to focus on – this will be different from pupil to pupil and from year to year. Each interview should focus on the 6 questions:

What are you learning?

Why?

How are you doing?

How do you know?

How could you improve?

Where are you going to get help if you have a question?

Obviously, you are not going to achieve everything in one interview, but you should aim to do so during the year. The tutor should prioritise on the basis of their acquaintance with the pupil. The tutor should aim to profile every pupil 3 times during the academic year.

9 Welfare support, use of room 46 / Y Nyth.

- 9.1** A welfare area is used as a welfare hub for a number of pupils, usually following the recommendations of individual education plans and pastoral support programmes. Access to room 46 is on 3 tiers only. The learning coaches will keep a detailed register of pupils who attend (see appendix).

Self-referral – using the card for leaving lessons, agreed with pupils and their parents beforehand. The welfare hub to be monitored regularly.

Weekly arrangement – where it is agreed for a pupil to attend during the same period every week, arranged beforehand with the pupil, family and teacher.

1:1 Support– To receive support from the learning coach following a referral from the SLT only.

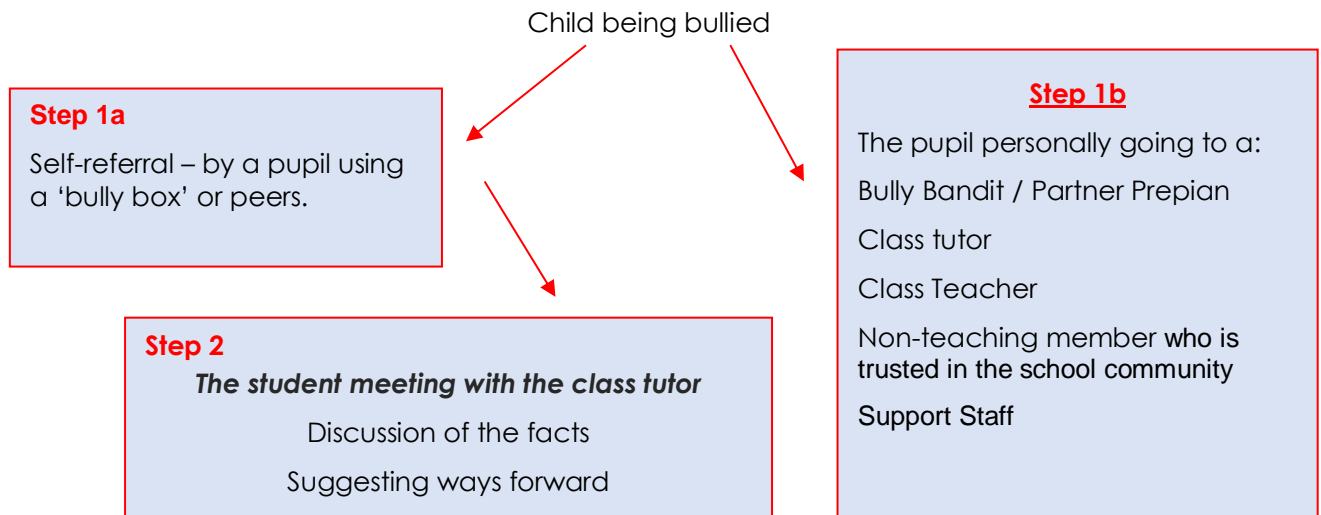
- 9.2** A number of pupils receive specialist support, including the counselling service, social services and a number of external agencies. In these matters any interviews with pupils will be arranged beforehand by the welfare team.
- 9.3** No pupil can be sent to room 46 / Y Nyth due to behaviour worries, refusing to take part in lessons. The emergency / 'on-call' guideline in point 7 should be used.
- 9.4** Every week a welfare hub is held, with members of the child protection team / school's welfare team and external agencies. Only through the welfare hub and the SLT can pupils get access to room 46 / Y Nyth.

10 Antibullying

Everyone at Ysgol Uwchradd Bodedern has the right to feel comfortable, safe and happy so that everyone has the ability to achieve to their full potential. Bullying of any kind is not acceptable at Ysgol Uwchradd Bodedern. The whole ethos of Ysgol Uwchradd Bodedern is based on **RESPECT**

PROCEDURES RECOMMENDED FOR REPORTING BULLYING IN SCHOOLS SUPPORT PATHS

(In serious cases it is possible to jump steps to the relevant step)



If it continues

Class tutor to record on SIMS
FOR INFORMATION
+ ensure that a paper record is kept in the pupil's file

If there is a pupil protection concern then refer directly to a member of the Child Protection Team:
Mr Siôn Lloyd Owen, Mr Bryan Griffiths,
Mrs Carys Rowlands

Step 3
HY
Discussion/Interview with both sides
Suggest and agree on how to act/which strategies to use
Inform parents
Short term review

If it continues

Step 4
Senior member of staff (to consider specific term suspensions)
Refer to a variety of support strategies delivered by 'trained' personnel e.g.

- Restorative justice
- Protection plan
- Reconciliation/counselling
- Anger management training and self-help
- Peer mentor / buddy support
- External agencies – Careers Wales, SNAP, YJS, NSPCC, CAMHS
- Friend circle

Step 5

The Headteacher to inform the LEA and seek the LEA's help in relation to the choices available next e.g. managed move/ exclusion.

Behaviour by an individual or group, which is repeated gradually over a period of time, which harms others intentionally, either physically or emotionally.

What is not bullying?

- Argument between friends
- Fight which happens only once
- Row or disagreement
- A physical assault that happens only once
- Offensive comments and jokes
- Hate crime which happens only once

11. Duty. The School's General Security.

- The school will always work to ensure that everyone working and studying on the site feels safe and secure within the environment and don't feel under threat at all from any source within it nor from any person from outside the school membership.
- Special duties are given to staff to supervise general security / discipline during the period before school in the morning, at break times and at the end of the school day in the afternoon. Lunchtime supervisors are appointed to supervise the lunch time period; these will work under the supervision of the SLT.
- Duties are part of the contracts of teachers, learning assistants and are an essential part of their work to ensure **high standards of behaviour and discipline** among pupils within and outside the building.
- It is important that every member of staff notes their periods of duty carefully, and **ensures that someone deputises for them if they are absent for any reason.**
- To ensure that every part of the building and its surroundings are protected, staff must keep to their appointed areas.
- For Health and Safety reasons, staff are expected to be on duty promptly.
- To ensure that pupils are aware of who is on duty so that they can receive help promptly, every member of staff must conform with the protocol of wearing yellow jackets.
- Staff need to collect a 'walkie-talkie' from the Porth at the beginning of duty periods and return it there at the end.
- Staff should be aware of the protocol if they need to ask for additional help from the pastoral team /welfare team if an emergency arises.
- Staff should be aware of which members have a First Aid qualification.
- Staff should be aware of the protocol for:
 - Responding to requirements for dealing with a 'Fire' situation at school.
 - Responding to requirements for dealing with a 'Lockdown' situation at school.
- In reality, everyone is on unofficial duty throughout the day. Make life easier for those on official duty by helping where necessary, please – this will be appreciated to facilitate ensuring high standards of protection and health and safety.

12. Video/live learning

12.1 Code of Behaviour for Video Lessons / Meetings– Pupils

I understand that I am permitted to join the school's online lessons on the condition that I respect the code of behaviour.

These are our guidelines for online lessons / video meetings at Ysgol Uwchradd Bodedern:

- I will dress appropriately for the lesson. Wearing nightclothes is not considered appropriate.
- I will try to arrange that I am in an appropriate room e.g. living room or dining room or bedroom.
- I will try to ensure that nothing else is happening in the room that will disrupt the lesson / meeting e.g. I will try to ensure that my brothers and sisters are not in the room playing, that the television is off and that nothing draws attention from or disrupts the lesson / meeting. If this is not possible, I will set my microphone to mute in order to stop the noise in the room from disrupting the lesson /meeting.
- I understand that there will be times during the lesson / meeting when my voice will not be heard.
- I will make sure that no part of the lesson / meeting is being recorded on any device by myself nor anyone else in the room.
- I understand that the same standards of behaviour are expected as are expected in school.
- I will try to ensure that I have a chair for the lesson and that I have an appropriate surface for writing. I will not e.g. lie on the bed or sofa with my feet up.
- I understand that the presenter of the lesson / meeting will break contact if there is any misbehaviour on my part.
- I commit to giving all my attention to the lesson / meeting, join punctually and take part as expected.

12.2 Teacher Guidelines – Video Lessons / Meetings

Professional conduct

Any simultaneous teaching / live teaching / live streaming will be done on a voluntary basis and education practitioners who choose to hold live stream lessons should continue to work in the same professional manner as they would in the classroom.

Educational practitioners should:

- Keep to professional standards as regards their dress when in front of the camera.
- Not hold one-to-one simultaneous lessons with learners.
- Be aware in online environments that comments are heard by a number of learners and that they could easily be misinterpreted.
- Ensure that the session is brought to a close for everyone taking part, and that learners are not left alone, without supervision in the session, after the teacher has left.
- Be aware of the need for confidentiality; especially if they hold simultaneous lessons/live streams from a location where other adults or children are present.

Location and camera settings

It is essential that you consider your location and camera settings carefully to maintain a professional and responsible demeanour at all times. Education practitioners must:

- Choose a neutral location which is appropriate and safe. Ensure you use an appropriate location (e.g. living room, study or kitchen).

- Reduce the possibility of other members of the home or pets disturbing the lesson.
- Consider carefully what is in sight on camera i.e. check that the background is professional and does not contain images or information that should not be shared or ones that could be deemed inappropriate. It could be useful to ask a 'critical friend' to check what is in sight on camera.
- Remember – not every learner will necessarily want to turn their camera on – you should note that they don't have to turn their camera on and that it is their choice.
- It is recommended that you use earphones with a microphone (such as those available with many mobile phones) to ensure clear sound.

General

Two members of staff have to be present in every meeting. If this is not possible, teachers should record the session as evidence of child protection or for the protection of the teacher, if an incident arises during the lesson. If there is an incident, for your personal safety or the pupils', you should share the recording with a member of the SLT. If no incident arises during the session, you can then delete the recording immediately. The intention in recording the sessions is to protect you and the pupils NOT to monitor lessons.

12.3 Parent guidelines – Video Lessons / Meetings

I understand that my child is allowed to join with school online lessons / meetings on the understanding that my child as a learner and myself as a parent commit to the behaviour code.

- I commit to reading and discussing the behaviour code jointly with my child.
- I will do my best to ensure that my child has dressed appropriately. I understand that wearing night clothes is not considered appropriate.
- I will try to ensure that my child is in an appropriate room e.g. living room or dining room or bedroom.
- I will try to ensure that nothing else is happening in the room e.g. I will try to ensure that my child's siblings are not playing in the room, that the television is switched off and that there is nothing to draw attention from or disrupt the lesson / meeting. If this isn't possible, I will do my best to ensure that the environment in the room is appropriate for my child to attend a lesson with a group of other pupils.
- I understand that the same standards of behaviour are expected as are expected in the school. I understand that the presenter of the lesson / meeting can break the contact if there is any inappropriate behaviour from my child.
- I will ensure that no part of the lesson / meeting is recorded on any device by anyone in the home.
- I will not, in any circumstances, join in or disturb the lesson / meeting.
- If I am concerned about anything, I understand that during the lesson / meeting is not the time and place to convey this. I can discuss any concerns by contacting the school after the lesson.

13. Inclusion

We believe that we are an inclusive school, educationally, because we are concerned about the teaching and learning, achievement, attitudes and welfare of all our pupils.

We aim to offer equal opportunity and variety to every group of pupils within the school such as children:

- Of both sexes;
- Who have Special Educational Needs;
- Who receive care;
- From a minority religion, ethnicity, travellers, asylum seekers, refugees;

- Who are able and talented;
- Who are in danger of becoming disillusioned;
- Who are young carers;
- Who are ill;
- From families under stress.



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'Pivotal' appendix

The school is committed in its duty of supporting teachers as regards class control to create an atmosphere where this policy's aim can be achieved:

- A system where every teacher is responsible for the behaviour of children under their control – in the registration room, the classroom, around the school and during extracurricular activities.
- Take every opportunity to praise the pupils; everyone is expected to take full advantage of the opportunities to record praise using the school's systems.
- Respect; towards others, towards ourselves, towards property and towards the school.

Through training it was agreed the school should focus on 'Pivotal' principles:

- Welcome the pupils as they reach your lesson
- Stand outside your classroom between lessons
- Respond to incidents quietly/ consistently/ with mature conduct
- Respond to good behaviour
- Pupils to leave lessons quietly (no crowding by the door waiting for the bell to ring)

To be consistent, the 'PIVOTAL' script should be used by all members of staff when responding to disruption:

<p>Sgript 'PIVOTAL'</p> <p>Dwi'n sylwi... <i>I notice...</i></p> <p>Dwi angen i chdi... <i>I need you to...</i></p> <p>Diolch am... <i>Thank you for...</i></p>
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'Behaviour Flowchart' Appendix

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