



# PONTARDDULAIS COMPREHENSIVE SCHOOL

## YSGOL GYFUN PONTARDDULAIS



## Positive Behaviour Policy

### Polisi Ymddygiad Cadarnhaol

Mr. G. Rees  
Headteacher

Mrs. S. Bradshaw  
Chair of Governors

Review: 2023  
Next Review: 2026

Learn to live...  
live to learn

Byw I ddysgu...  
dysgu byw



# PONTARDDULAIS COMPREHENSIVE SCHOOL

## YSGOL GYFUN PONTARDDULAIS

### Aims of the Policy

To give all pupils the opportunity to develop as:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, capable learners, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

To create a positive school community where:

- Relationships between staff and pupils are nurtured to avoid negative behaviour
- Pupils can learn effectively and maximise their potential
- Pupils develop a sense of self-discipline and a responsibility for their own actions
- **Restorative practice** is used to ensure pupils understand the impact their behaviour has on others (see below)
- Both pupils and staff feel safe, happy, valued and respected
- Good attitudes are nurtured and positive behaviour is praised & recognised
- Both staff and pupils are viewed as positive role models
- A productive atmosphere is created

### Restorative Practice

#### Responding to Challenging Behaviour

- What happened?
- What were you thinking about at the time?
- What have been your thoughts about it since?
- Who was affected by what you did?
- In what way were they affected?
- What do you think you need to do to make things right?

#### Responding to those Affected

- What happened?
- What did you think when you realised what had happened?
- How has this incident affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



# PONTARDDULAIS COMPREHENSIVE SCHOOL

## YSGOL GYFUN PONTARDDULAIS

Strategies to support positive behaviour:

- **STAFF ATTITUDES** are important. Staff are excellent role models and set an example to pupils. Staff consider themselves responsible at all times for the behaviour of all children within sight or sound of them.
- Staff will use the principles of the 5C's when dealing with challenging behaviour:
  - **Calm**
  - **Clear**
  - **Confident**
  - **Consistent**
  - **Compassionate**
- **PREVENTING** inappropriate behaviour is more effective than reacting to an issue. Staff build positive relationships with their pupils; Duty staff are visible and alert; Staff arrive punctually to the classroom; Staff recognise and praise pupils where appropriate; lessons start positively with no reference made to previous misdemeanours; Attendance is closely monitored.
- **HOME-SCHOOL LINKS** are important. PTA, Parents'/Carers'/Guardians' evenings, general meetings, use of School planner/phone call home/letter home/email to parents, and individual invitations to discuss their child will help break down barriers and encourage shared responsibility.
- **A CHILD-CENTRED APPROACH** underpins the ethos of the School. To encourage positive learning it is important to reward good behaviour and look to work with the Team Around the Child to support those in need.

### What is Positive Discipline?

The School believes that positive discipline allows all pupils to make excellent progress and to be successful. It is founded on high expectations and the consistent application by all teachers including recognitions and sanctions.

### Causes of Behaviour Problems

- Family/parental factors - challenging behaviour in children and young people may relate directly to difficulties at home. The behaviour may be a direct communication of distress
- School factors – a general tolerance to low level disruptive behaviour can manifest in greater issues. A lack of adherence to the Behaviour Policy
- Socio-economic factors - poverty and poor housing and its associated health and development problems (deprivation factors may combine to place young people at greater risk of developing troubled and troubling behaviour)



# PONTARDDULAIS COMPREHENSIVE SCHOOL

## YSGOL GYFUN PONTARDDULAIS

- Factors within the child or young person - some children may be predisposed to experiencing learning and behavioural problems .e.g. temperament, cognitive and academic difficulties, communication difficulties, physical difficulties which create barriers to learning.

The above factors rarely work alone and are likely to interrelate.

A knowledge of relevant factors of the needs of individual children are essential, particularly for pupils with additional needs and exhibiting challenging behaviour. This should be provided via pupil profiles in addition to IEPs. Information should include known triggers and a behaviour support plan, which may include a positive handling and reactive plan.

Staff are trained in managing disruptive and challenging pupils and provided with behaviour support plans to ensure consistency of approach. All staff are provided with information on a defined procedure for managing challenging behaviour.

In considering discipline problems within the School, classroom management and teaching strategies are important factors which contribute towards creating an environment in which each pupil feels valued and respected.

### Recognition and Sanctions

Within Pontarddulais we firmly believe the principles of:

- APIP – Always Praise in Public
- ARIP – Always Reprimand in Private

The **positive** approach to discipline is preferable to the negative approach: encouragement and praise is more desirable and effective than criticism and punishment.

**PRAISE** can be given in many ways and can include the following:

- A quiet word with an individual or group of pupils.
- An email to the Progress Manager for recognition in assembly.
- Recognition by Headteacher for consistent positive behaviour – ‘Hot Chocolate Friday’.
- An exercise book comment picking out specific points or ideas that impressed.
- A visit to a Form Tutor, Progress Manager, Area Co-ordinator or Headship Team for commendation.
- Marks, grades and assessments – for behaviour as well as work.
- Use of School reports and pupil planners to comment favourably on good work, academic achievement, behaviour, involvement in School or general attitudes.
- Contacting parents/carer via a letter, postcard, phone call or email informing them specifically of some action or achievement deserving praise.



# PONTARDDULAIS COMPREHENSIVE SCHOOL YSGOL GYFUN PONTARDDULAIS



**Ready – for teaching and learning**

**Respectful – in the way we act and speak to each other at all times**

**Safe – to act in a safe manner inside and outside of School**

*The above rules apply to all students and adults in Pontarddulais Comprehensive School. These three rules enable all to be mindful of how we behave and the expectation from the School regarding good conduct. Having three rules across the School allows everyone the opportunity of remembering them.*

*There are classroom routines that encompass the three rules.*

## Positive Behaviour

| Ready   | Respectful  | Safe   |
|---|---|--|
|   |   |  |
| <ul style="list-style-type: none"><li>- Ensure you have the correct school uniform</li><li>- Be on time for school and all lessons</li><li>- Be ready to learn with the correct equipment</li></ul> | <ul style="list-style-type: none"><li>- Be polite to everyone</li><li>- Respect the property of others</li><li>- Respect the school environment</li></ul> | <ul style="list-style-type: none"><li>- Listen to instructions at all times</li><li>- Be mindful of others and your surroundings</li><li>- Walk calmly, keeping to the left inside the school building</li></ul> |

Learn to live...  
live to learn

Byw I ddysgu...  
dysgu byw



# PONTARDDULAIS COMPREHENSIVE SCHOOL

## YSGOL GYFUN PONTARDDULAIS

### Sanctions

In all disciplinary actions it is essential that children understand fully that it is their behaviour which is unacceptable, not them as individuals. **Restorative** practice strategies should be used to ensure that the pupils understand the impact their behaviour has upon others.

**Colleagues may be reassured that they will always have the support of senior staff as necessary.**

Staff:

- Take responsibility for any behavioural issues staff witness and implement an appropriate sanction.
- Take time to decide on the correct sanction. Consult with appropriate colleagues if necessary – TAC (Team Around the Child) / PM (Progress Manager) / HT (Headship Team) / HOD (Head of Department) / AC (Area Coordinator).
- Make a record of the incident and pass on this information to the PM/TAC in line with the referral system.
- Be consistent and fair.
- Do not use threats or statements that leave staff or more senior staff with no room to manoeuvre.
- Do not use whole class detentions unless all those pupils are involved in inappropriate behaviours.
- Do not set inappropriate sanctions.

Parental consent is not required for break/ lunchtime detention

### The Role of the 'On Call'

The On Call is staffed by the Headship Team, TAC Team and Progress Managers. The role comprises both restorative and positive functions with the over-riding aim to foster, promote and manage healthy, positive relationships. The rota has been set up to remove pupils immediately from lessons who are disrupting the learning of others.

### **On Call Procedure:**

- Class teacher phones office
- On call staff removes pupil
- On call staff log details on Wellbeing tracker
- Class teacher issues letter home outlining sanction
- On call data is shared in line with departmental progress checker data
- On call entries monitored and actioned through daily wellbeing meeting.



# PONTARDDULAIS COMPREHENSIVE SCHOOL

## YSGOL GYFUN PONTARDDULAIS

### Mobile Phones

Mobile phones can be disruptive to pupils' learning and present a safeguarding risk to pupils and staff. For these reasons mobile phones should be switched off and pupils are to keep in their bags before entering school and until 3.00 p.m. Headphones are not permitted to be used before 3.00 p.m. as they are sometimes used in conjunction with mobile phone use and impact on learning and pupils' safety.

If a member of staff sees any pupil with a mobile phone out of their bags on School premises before 3.00 p.m. then the following procedures will take place:

- The phone will be confiscated, switched off and placed in an envelope with the pupil's details clearly marked on it and locked in the safe.
- In the first instance the pupil will be able to collect. Staff to update Talaxy (Pupil Information Management System) to inform parents.
- If a pupil is seen for a second time with a mobile phone, the phone will not be returned to the pupil. Parents will be contacted by office staff and arrangements made to return the phone directly to them.
- In the third instance parents will need to attend a meeting with the relevant Progress Manager.
- The School will not accept responsibility for any damage to phones that are confiscated.



# PONTARDDULAIS COMPREHENSIVE SCHOOL

## YSGOL GYFUN PONTARDDULAIS

### SANCTIONS

| LEVEL 1  |  |
|--|--|
| Classroom Teacher  | Form Tutor   |
| Lateness to lesson.<br>Failure to complete work.<br>Forgetting equipment/books/PE kit.<br>Talking/eating in class.<br>Inattention.<br>Disrespectful to others. | Lateness to morning registration.<br>Wearing of incorrect uniform,<br>Talking/eating in class.<br>Inattention.<br>Disrespectful to others. |
| <b>Sanction 1a</b>   | <b>Sanction 1a</b>   |
| 10 minute detention (break or lunch) with note in planner to inform parent/guardian and form tutor   | 10 minute detention (break or lunch) with note in planner to inform parent/guardian  |
| <b>Sanction 1b</b>   | <b>Sanction 1b</b>   |
| As Sanction 1a but with 30 minute detention  | As Sanction 1a but with 30 minute detention  |

| LEVEL 2  |  |
|--|--|
| Classroom Teacher  | Progress Manager   |
| On 3 or more occasions (from a series of lessons) from Level 1<br>Continuous disruption of learning environment  | On 3 or more occasions from Level 1 (from a series of lessons)<br>Behaviour outside of lessons |
| <b>Sanction 2a</b>   | <b>Sanction 2a</b>   |
| After-school detention given by Classroom Teacher with home involvement (Generic home/School letter or phone call home if deemed appropriate)<br>Referral to Head of Department / AoLE Coordinator and Progress Manager to look at wider picture to consider necessity for interim/Positive Behaviour Journal. | Room 2 detention issued.<br>Phone call home by Progress Manager.                               |
| <b>Sanction 2b</b>   | <b>Sanction 2b</b>   |
| Departmental extraction from 1 or more lessons<br>Parental contact<br>Where required request support from TAC team   | Parental Meeting with Progress Manager.  |





# PONTARDDULAIS COMPREHENSIVE SCHOOL

## YSGOL GYFUN PONTARDDULAIS

| <b>LEVEL 3</b><br><b>AoLE / Progress Managers / Headship Team</b>   |
|---|
| Persistent issues relating to level 2, swearing, truanting, leaving School site without permission, smoking, property damage and repeated instances of bullying or discrimination |
| <b>Sanction 3a</b>  |
| Automatic after-school detention by AoLE Leader/Progress Manager.   |
| <b>Sanction 3b</b>  |
| Automatic after-school detention by Headship Team.  |

| <b>LEVEL 4</b><br><b>On Call Staff / Headship Team</b>   |
|--|
| Persistent issues relating to level 3, intimidation of others, physical aggression, extreme insolence and defiance, vandalism, theft and severe bullying or discrimination.<br>Where a pupil has been unsafe or disrespectful towards others or has continuously disrupting the learning of others.<br>On Call Procedure followed. |
| <b>Sanction 4a</b>   |
| Internal exclusion considered.<br>Parental interview.<br>PSP considered (Pastoral support Programme)   |
| <b>Sanction 4b</b>   |
| Exclusion from School considered.  |

**All sanctions to be recorded on SIMS**