



CONNAH'S QUAY HIGH SCHOOL

Creu Llwyddiant | Creating Success

Behaviour Policy

This Policy has been written in accordance with the most recent Government guidance. This Policy will be rewritten as necessary to reflect the changing emphasis of the school and the changes in Government legislation and reviewed biannually.

Policy Title	Behaviour Policy
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Approved by & Date	October 23
SLT Lead	SWO

Good behaviour is necessary for effective learning to take place
Behaviour is the way we act and respond to others and to situations we find ourselves in.

1. Our vision

We aim to provide a **caring community**, which encourages every child to achieve their **full potential** and develop their social confidence and well-being.

We seek to achieve this by ensuring each child in our care:

- reaches their potential academically, morally and socially;
- develops a broad set of skills that enables them to be successful in our ever-changing world;
- leaves school as a confident young adult with a wealth of experience and knowledge behind them and a bright future ahead.

Connah's Quay High is a happy harmonious learning community where all staff and learners feel safe and secure. School life is characterised by a calm purposeful environment underpinned by relationships built upon mutual respect. Our expectation is that all learners and staff will behave in appropriate and socially acceptable ways. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning.

2. Learning to behave

2.1 The school aims to provide a safe, secure, supportive environment where learners can learn and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the responsibility of staff at all levels to help and encourage learners understanding of socially acceptable and appropriate behaviour.

2.2 Ready, Respectful, Safe – our expectations

Being **ready** to learn means:

- Being on time for school
- Arriving to lessons on time
- Have your pocket book
- Bringing all necessary equipment
- Handing in homework on time
- Mobile phones switched off and in bags
- Wearing correct uniform
- Plain black shoes only

Being **respectful** to others means:

- Being polite
- Being kind to others
- Letting others learn
- Following instruction first time
- No answering back
- No bullying
- No swearing or offensive language
- No shouting out in lessons
- Staying in designated areas and break and lunch
- No food outside
- No litter, clearing up after yourself
- No pushing into break/lunch queues

Being **safe** means:

- No fighting
- No drugs or alcohol
- No smoking or vaping
- Using computers appropriately
- Walking calmly inside school
- No pushing
- Keeping to the left
- No energy drinks
- Don't throw anything

2.3 Attitude to learning

We actively encourage positive attitudes to learning by following the CQHS way:

The CQHS Way – *Creating Success*



3. Teacher steps when dealing with behaviour

All teachers/adults in school will follow clear procedure when dealing with poor behaviour:

3.1 Rewards

The successful management of behaviour and rewards is central to the school's ethos of providing an environment within which children and adults can develop good relationships, showing care, respect and consideration for each other within school and the community. Our rewards system is based on the recognition of effort and positive behaviour as opposed to materialistic reward.

Staff should frequently acknowledge learners' efforts with praise in the form of verbal, non-verbal and written feedback. Staff should endeavour to regularly

award learners using Satchel One so that parents/carers can immediately see that their child has been rewarded and so prompt a conversation about why.

They should make regular contact with learners' homes via phone calls, emails and praise forms. This encourages and recognises learners who apply themselves and behave in a commendable way to support the ethos of the school as role models and to develop their own potential.

Rewards are not the only means of promoting positive behaviour and regular attendance or addressing inappropriate behaviour and irregular attendance. However, they play a major part in improving the behaviour of the learners and rewarding those who are positive role models for others.

3.2 Sanctions

Staff have statutory authority to discipline learners whose behaviour is unacceptable, who break school rules or fail to follow a reasonable instruction.

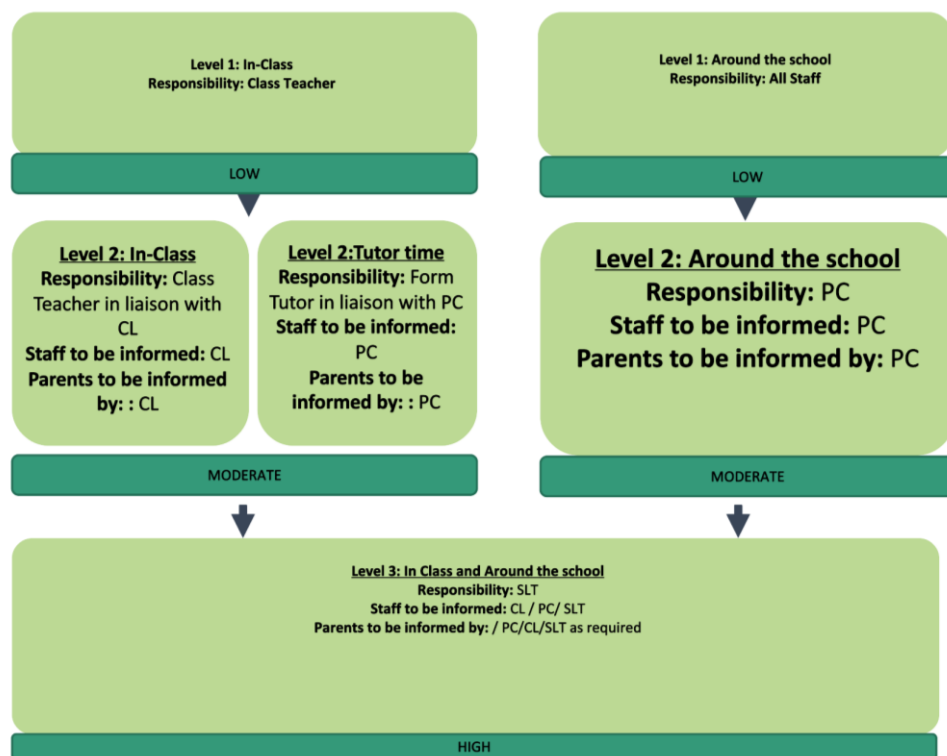
The authority also applies to all paid staff with responsibility for learners. Teachers can discipline learners whose conduct falls below the standard which could be reasonably expected of them. This means that if a learner misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction.

Learners can be disciplined at any time in school, on the way to and from school or elsewhere under the charge of the school.

Learners can be disciplined for misbehaviour outside of school

All sanctions must be fair, reasonable, proportionate and not in breach of any legislation such as disability, SEN or race.

3.3 Overview of sanctions



All incidents of poor behaviour will be recorded on Satchel One, which can be seen immediately by parents/carers, who have downloaded the app.

3.4 Classroom behaviour routines:

Learners will follow the 3 school rules of being **Ready, Respectful and Safe**. This will include:

REMIND

If a learner gets it wrong, then it is good practice to avoid conflict and to **remind** them of the appropriate behaviour and use appropriate strategies to ensure the learner is back on track.

Remind

- Conditional directions
- Simple choices
- Distractions and diversions
- Non verbal messages
- Directing learners to one side to talk individually
- Move seats



LEVEL 1 behaviour point

If the learners persists in off task or disruptive behaviour, even after a reminder, there should be repetition of the of the reminder of our expectations including reference to Ready, Respectful and Safe.
A level 1 behaviour point should be awarded.

Caution

- Use or re-use strategies above
- Avoid arguing
- It is important to re-focus on the rule and not to focus on secondary behaviors, the exception is when the primary or secondary behavior is unsafe, aggressive or verbally

**LEVEL 2 behaviour point – Remove**

If a learner has chosen not to respond to a level 1 behaviour point and caution and is still failing to meet expectations, they should be sent to the CL or agreed colleague. The CL should award a level 2 behaviour point.

Remove

- Learners is exited from the room in line with procedures, to

LEVEL 3

If the learners is still refusing to comply with instructions, from the CL, they should be sent to isolation, via the alert system.

**REPAIR AND REBUILD**

A restorative conversation should take place between the teacher and learner, before the next lesson. This should be facilitated by the CL, in the first instance.

Negative behaviour will be logged as either a level 1, 2 or 3, depending on its seriousness, as illustrated below:



Level 1 behaviour - Logged on Satchel One

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In-class behaviour is the responsibility of class teacher in the first instance.

Low level challenging behaviour (in class/tutor time) Responsibility for action - classroom teacher/form tutor		
Reasons for a level 1 behaviour point	Suggested strategies	Recommended actions by class teacher
<ul style="list-style-type: none"> Lack of engagement/effort Distracting others/disruption to lesson No homework Defiance of rules Answering back Late to lesson Inappropriate comments Chewing/eating Swearing whilst talking to a learner Lack of equipment Damage to equipment THIS IS NOT AN EXHAUSTIVE LIST. Other low level behaviours, not on the list, should be dealt with by the classroom teacher. 	<ul style="list-style-type: none"> CQHS Way Ready, Respectful, Safe warnings Use of the school warning system (see next slide) Developing positive relationships Learners on task immediately Well planned lessons with pace and challenge with time limits on tasks Range of activities Refocusing Varied teaching styles Deployment of LSW Use of IDPs/One page profiles Countdown/wait for silence/hands up to stop 3-2-1 Low key, quiet voice Change of seats Walking around the room Close proximity to learner The 'look' Verbal and non verbal praise Positive language Calming down, heads down Diffusing with humour Time out of room for NO longer than a few minutes 	<ul style="list-style-type: none"> Behaviour point on Satchel One Talk to learner Contact home – liaise with PC first Restorative conversation at the end of the lesson between learners and classroom teacher Loss of free time/detention Community service in the classroom e.g. tidy books/ pick litter etc. Set new deadline for homework(Where appropriate)



Level 2 behaviour - Logged on Satchel One

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In-class behaviour is the responsibility of class teacher in the first instance.

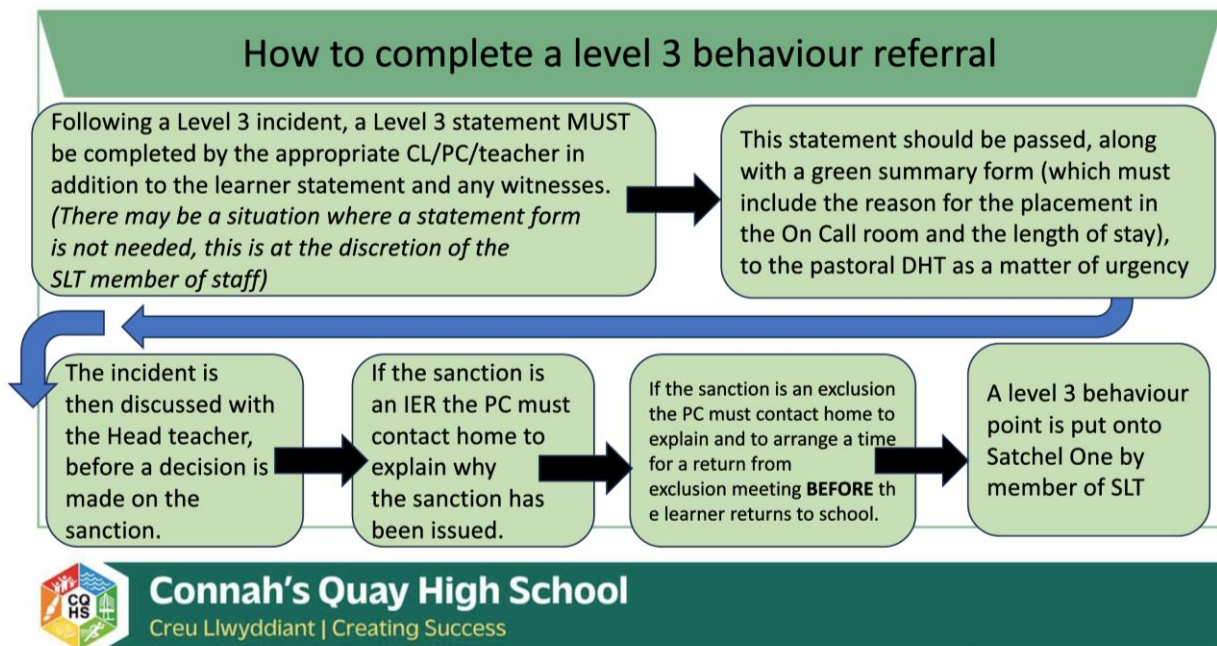
Moderate level challenging behaviour (in class/tutor time) Responsibility for action - classroom teacher/form tutor in liaison with CL (class) PC (tutor time) Staff informed: CL (class) PC (tutor time) Parents informed by: CL (class) PC (tutor time)		
Reasons for a level 2 behaviour point	Suggested strategies	Recommended actions by Curriculum Leader/Pastoral Coordinator
<ul style="list-style-type: none"> Persistently arguing back/answering back Constantly preventing others from learning Constant lateness to class or tutor time Repeated lack of work during the lesson Persistent level 1 behaviour despite warning and suggested strategies (See level 1) Dangerous/unsafe behaviour in a practical lesson Swearing AT another learner THIS IS NOT AN EXHAUSTIVE LIST and may depend on context. Other level 2 behaviours, not on the list, may be dealt with by the CL 	<ul style="list-style-type: none"> Send to CL directly Send to CL via Satchel One alert Send On Call if other strategies fail - press alert <p>(See appendix one)</p> <p>LEARNERS ARE NOT TO TAKE THEMSELVES TO ON CALL</p>	<ul style="list-style-type: none"> Behaviour points on Satchel One Restorative conversation Contact home – liaise with PC first Lunch/after school detention Subject report card Punctuality report card



Level 3 behaviour - Logged on Satchel One

High level challenging behaviour (in class/tutor time/corridor/social times) Responsibility for action - SLT	
Reasons for a level 3 behaviour point	Recommended actions by SLT
<ul style="list-style-type: none"> Physical/violent assault against a learner Physical/violent assault against an adult Verbal abuse Threatening or dangerous behaviour Bullying Racial harassment Sexual harassment Substance misuse Damage to property Theft Disruptive behaviour Defiance of rules/discipline policy Possession/use of weapon Other 	<p>On Call Level 3 behaviour referral</p>

If a level 3 behaviour point is awarded, the following procedure should be followed:





Behaviour referrals - What happens next?

LEVEL 2 – Curriculum Leader	LEVEL 3 - Curriculum Leader and link SLT	LEVEL 2 – Pastoral coordinator	LEVEL 3 PC/SLT behaviour lead	LEVEL 3+ PC/SLT behaviour L3+ lead
<p>Persistent poor behaviour in a certain subject If there are persistent problems and the learner’s behaviour does not improve the CL should address, using a variety of solutions:</p> <ul style="list-style-type: none"> Seating plan Restorative conversation Phone call home Subject report card Meeting with parents/carers Use of one page profiles See Universal provision for other strategies <p><i>Before referring to CL staff should complete a tick sheet with strategies that they have already used, date and outcomes.</i></p>	<p>If, after all strategies have been employed, in step 1, behaviour does not improve the CL can escalate to their link SLT.</p> <ul style="list-style-type: none"> Link SLT & CL to meet with parents/carers Report card to be monitored by link SLT 	<p>Persistent poor behaviour across school If there are persistent problems across the school and the learner’s behaviour does not improve the following strategies are to be considered and used where appropriate:</p> <ul style="list-style-type: none"> Meeting with parents/carers - PC Report card IER Referrals to outside agencies e.g. CAHMS/AFC/Sorted Time out card Self-esteem groups Access to school based sensory room One-page profile EWO support Early Help Hub Children’s Services <p><i>Before referring to PC staff should complete a tick sheet with strategies that they have already used, date and outcomes.</i></p>	<p>If all strategies implemented by the PC, have failed the PC should refer to SLT behaviour lead. Along with the level 2 strategies, the following higher level ones are to be considered and used where appropriate:</p> <ul style="list-style-type: none"> Meeting with parents/carers - PC/SLT behaviour lead Short-term PSP (reviewed every 30 days) Access to Cam Nesaf for identified lessons – in liaison with DMI LEA short-term Nurture support intervention (Plas Derwin) Begin IDP process 	<p>If all strategies implemented by the PC/SLT behaviour lead have failed the learner is referred to SLT behaviour L3+ lead. Along with previous strategies, further strategies to be considered and used where appropriate are:</p> <ul style="list-style-type: none"> Meeting with parents/carers - PC/SLT behaviour L3+ lead Completion of IDP process Cam Nesaf – longer term provision Referral to Educational Psychologist Alternative provision for identified days Managed move EOTAS referral – if relevant evidence is in place

3.4 Management by walkabout

Staff are supported in their application on the behaviour procedures by SLT and PC on MBWA. If staff need support, they can send an alert via Satchel One which will be picked up by the member of staff on duty, who will respond accordingly. Staff may visit lessons with supply teachers and known hot spots.

3. Rewards and sanctions

3.8 Isolation room

The isolation room is supervised by a dedicated member of staff. A learner is sent to the isolation room if they are given a level 3 behaviour point and after all other strategies have been deployed. Learners are not to be sent on their own. An alert must be sent via Satchel One so that the learners can be escorted by a member of staff.

- Once a learner arrives to the isolation room they sit in silence and complete a statement sheet about the incident and what they could do to prevent it recurring. Once they have completed this they then carry on with the work they have brought with them from class or work which is provided by the member of staff in the room
- The learner will stay in the On Call room until the end of the lesson and then go to their next mainstream lesson as usual.

3.9 IER

- A learner can be isolated from lessons all day due to behaviour that is not deemed serious enough for an exclusion. Learners also spend time in isolation during breaktime and half of their dinner time.
- Learners complete work for their timetabled lessons in isolation whenever possible.

3.6 Detentions

- Staff have a legal authority to impose detention in and outside of school hours; this is defined as after any school day when the learner is present.
- Learners can be detained for no more than 10 minutes at the end of the school day without prior parental notice.
- Parents will be given twenty-four hours, notice if the learner is to be detained after school for up to one hour or at any other time outside of school hours (e.g. by telephone, letter or note in the student planner).

3.7 Restorative Conversation

- All behaviour concerns must be followed up with a restorative conversation between the learner(s) and staff involved. Sometimes a sanction alone is not effective in modifying an attitude to learning. A restorative conversation gives all parties involved the opportunity to speak openly and honestly about the incident. They can discuss the impact of their behaviour on others and themselves. They will be given the chance to express their thoughts and feelings in a safe environment.
- Restorative conversations give support to both those harmed and those responsible. Following the conversation, a plan should be put into place and agreed by all involved to assist in avoiding a repeat of the situation. The restorative approach allows people to discuss:
 - What happened?
 - Who has been affected and how?
 - What is needed to put things right?
 - What has been learned to allow the person responsible to make better choices in the future?
- Restorative conversations should be facilitated by the CL in the first instance and then the PC.

3.8 Graduated Response

Robust systems are in place to monitor learners' behaviour – a tiered system exists that involves layers of intervention to improve the learner's behaviour:

Class Action – behaviour monitored and responded to by the form tutor.

School Action – Behaviour monitored and responded to by the Pastoral Coordinator.

School Action Plus – A multi-agency approach where the behaviour is monitored and responded to by the Pastoral Lead, D. Millington and an external agency representative e.g Educational Psychologist.

Information on learners in this system is available for staff via the weekly bulletin

3.9 Cam Nesaf

- Cam Nesaf is a behaviour room which has been designed for those learners who are struggling in mainstream education, usually those who are at the level of School Action Plus and as another step before the learners are referred to the LEA moderation panel. Each learner who accesses Cam Nesaf will have a meeting before the intervention begins. The idea behind the room is for the learners to improve their attitude and behaviour towards their subjects and school so that they can return to mainstream education.

4. Searching and confiscation

The school has a statutory obligation to manage the health and safety of staff, learners and visitors and ensure that school discipline is maintained.

- Under this authority we reserve the right to search learners under the following circumstances and to confiscate items as described below
- Learners will be treated courteously and afforded respect and a reasonable level of personal privacy during any search; personal items will only be searched in the presence of the learner
- Searching should be carried out by a member of staff who is the same sex as the learner. There must be an additional member of staff present during the search to act as a witness who should also be the same sex
- Members of staff who have the authority to search are as follows; SLT and Pastoral Coordinators.
- There is a limited exception to the same sex and witness rule; if there are reasonable grounds to believe that there is risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff
- Parents will not be informed prior to a search or to seek parental consent

and there is no legal requirement to do so. Records of any search carried out will be kept on the learners file

- Parents will be informed if the search uncovers items that will result in school disciplinary action or police involvement
- Any learner seen using their mobile phone during school hours, including break and lunchtimes, will be asked to give their phone to the member of staff. This is for any reason.
- The phones will be taken and stored in reception. The name of the learner will be recorded. The phone can be collected by parents/carers from school day by reception staff.
- Refusal to hand over the mobile phone will result in the learners being taken to the Isolation room and then **excluded for one day**. There will **not** be a warning procedure, they will be confiscated on first sight.

4.1 Searching with consent

- We can search learners for **any item** with consent from the learner . Parental permission or pre-notification is not required
- We do not require written formal consent in advance of a learner search; it is enough for a teacher to ask the learner to turn out their pockets and empty their bag.

Items may include :

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers
- Fireworks
- Pornographic images
- Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage property
- Mobile phones or other electronic devices such as cameras
- Energy drinks
- Vapes

4.2 Searching without consent

- The Headteacher and any staff authorised to do so have a statutory power to search learners and their possessions without consent where they have reasonable grounds for suspecting that the learner may have one of the banned items
- A learner refusing to co-operate with a search will be subject to disciplinary measure by the school
- The list of prohibited items;
 - Knives, bladed items, weapons

4.3 Smoking/Vaping

- Any learner in possession of a vape (or similar product, including cigarettes and tobacco) on school premises, during the school day, will receive an immediate fixed term exclusion.
- Parents/ carers will be requested to collect their child immediately.
- Where required, the device will be confiscated and passed on to the police.

4.4 Electronic devices

- School staff may examine data files held on personal devices during a search if they believe they have good reason to do so
- In determining a good reason to examine or erase data or files, school staff must reasonably suspect that the data or file has been or could be used to harm, disrupt teaching or break school rules
- If the device is to be returned, relevant files may be deleted or retained by the school to support disciplinary action, or where appropriate passed to the police

4.5 Confiscation

- School staff can confiscate learners' property that it being inappropriately used or if a prohibited item is found as a result of a search
- Any item can also be confiscated which is considered to be harmful or detrimental to school discipline; this includes deleting electronic images or passing illegal material onto the police
- Depending upon the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable
- Confiscated weapons, knives or bladed items, items believed to be stolen and illegal drugs will be passed onto the police or disposed of by the school

5. Use of reasonable force

- School staff have a legal right to use reasonable force to control or restrain a learner who is in danger of injuring themselves or others
- Control means passive contact, such as standing between learners or blocking a learner's path, to actively leading a learner by the arm away from a classroom or difficult situation
- Restraint means to hold back physically or to bring learners under control; for example where two learners are fighting or refusing to separate without physical intervention
- Reasonable force can be used to prevent learners from hurting themselves, others, damaging property or causing disorder
- Force used will be proportionate and reasonable. School staff will always try to act in ways that will minimize chance of injury to the learner but it may not always be possible
- Reasonable force may be used to enforce a search for knives and weapons. Force will never be used as a punishment and reasonable

adjustments will be made for children with disabilities and special educational needs

- We do not require parental consent to use reasonable force

6. Exclusion from school

- Fixed term exclusion from school will be used as a sanction where serious breaches of the behaviour policy take place
- Before an exclusion takes place the learner must make a statement which is signed and dated. The teacher involved and any witnesses must also make a statement.
- The PC who has investigated the incident will complete a green form which summarises the incident and passes all paperwork to the pastoral DHT who will review the incident before passing it to the HT.
- Permanent exclusion will be considered for the following:
 - use of or possession of weapons
 - supplying drugs
 - serious threats of and actual violence
 - serious bullying
 - persistent and serious breaches of the school behaviour policy
 - where the school believe that a child's presence in the school represents a serious threat to others

Exclusions are used infrequently and only when there has been a serious breach of the school's behaviour policy.

7. Equality Act 2010

- The policy acknowledges the schools' legal duties under the Equality Act 2010, in respect of safeguarding and in respect of learners with special educational needs (SEN)

8. Linked Policies:

- Safeguarding policy
- Substance mis-use policy
- Staff disciplinary procedures
- Diversity and equality policy
- Uniform policy
- ICT Acceptable user policy
- Exclusion Procedure policy
- attendance policy