

Deuparth Ffordd Ei Gwybod



Behaviour Management Policy

The Policy was approved and recommended for adoption as the School's policy by the Governing.
This Policy will be revised when changes are introduced by the Local Authority.

Revised: November 2025

Signed: *J Barton*
Chair of Governing Body

To be revised: June 2027

Content

1. Basic Principles and Objectives

2. Praise and Celebrating Success

- Rewards system
- Procedures for Celebrating Success
- Awards Ceremony

3. Daily routine / consistency

4. Communicating with the home / Partnership with parents

5. Interventions

6. Exclusions

7. Arrangements to deal with unsuitable school uniforms and defective equipment

8. Additional guidelines for specific situations

- Buses
- Smoking
- Drugs and dangerous substances
- Mobile telephones and electrical equipment
- Theft
- Lost property
- Lateness
- Truancy and leaving the site without permission

9. Links to relevant documents

10. Attachment – Staff guidelines for attitudes to learning and behaviour processes

1. Basic Principles and Objectives

We believe that the school has a duty to create a caring and supportive climate in which all pupils are able to mature and develop happily and confidently. We regularly refer to the school values:

Nurturing Respect

Encouraging Aspiration

Working as One Community

Promoting a Healthy Lifestyle

As well as the Six Principles of Wellbeing:

Children's learning is understood developmentally.

The classroom offers a safe base.

The importance of nurture for the development of wellbeing.

Language is a vital means of communication

All behaviour is communication.

The importance of transition in children's lives.

when dealing with behaviour and attitudes towards learning in the school.

If a child is unhappy, or if he / she feels threatened or is being bullied, we are very eager to do everything in our power to remedy the situation. Similarly, if a pupil misbehaves or demonstrates inappropriate behaviour, we will take robust, consistent and fair action to heal relationships and to move on constructively.

At Ysgol Garth Olwg, behaviour management systems are based on the principle of positive behaviour, and restorative justice strategies are used in order to improve relationships. This is then carried out in line with our behaviour management strategies. We will use the Additional Learning Needs Act (2019), the Equality Act (2010) and Rhondda Cynon Taff's Exclusion Policy when considering decisions about behaviour.



2. Praise and Celebrating Success

These aspects should be given the greatest prominence. Rewards and praise form the basis for encouraging and teaching pupils about positive behaviour. As a matter of principle, we should praise and reward the best behaviour, rather than drawing attention to inappropriate behaviour. It should be ensured that pupils are able to be praised for all aspects of school life. This is carried out in line with our behaviour management strategies.

3. Daily routines and consistency

In order to facilitate order and consistency during lessons, teachers and pupils are expected to follow our behaviour management strategies.

Responses to misbehaviour

It is the responsibility of the subject teacher to create a climate that facilitates effective learning. Departments will support teachers to promote positive behaviour and this is carried out in line with our behaviour management strategies.

Non-contact Time

Positive behaviour is expected in all informal situations, including the corridors, canteen and around the school. Ensuring that the school's standards are maintained in these situations is the responsibility of every member of staff at all times.

4. Communicating with the home / partnership with parents

Working with the home and ensuring parental support is essential in order to develop a successful relationship with every pupil, either by celebrating success or discussing incidents of unacceptable behaviour. The school will make every effort respond to a request from a parent within 48 hours. Parents are encouraged to arrange an appointment with the school to discuss any issue. In urgent cases, parents will have the opportunity to discuss issues with the member of staff on duty for 10 minutes before arranging a formal appointment.

5. Interventions

In order for us to support pupil behaviour difficulties, we have a number of interventions which we introduce as initial steps in order to collaborate with pupils and their families.

Bromcom	School – Home contact to notify of achievements or difficulties with attitudes towards learning e.g. attendance, punctuality, focus, respect
ELSA, Talkabout, Lego Therapy, Flourish, check-ins with designated member of staff	Emotional and social communication interventions
School or Departmental Progress-Monitoring Sheet years 7-13	Short term behaviour monitoring sheet with specific achievable targets (parents will be informed)
Ardal y Nyth / y Cwtsh	Area for pupils to go to help with focus, emotional regulation or have additional support with work
Detention	Lunchtime or after school departmental or whole school detention (younger pupils will stay in at lunchtime or breaktime to reflect on their behaviour)
Step 5 room	Internal exclusion room to reflect on behaviour
Behaviour support class	Internal additional provision for pupils meeting criteria for additional behaviour support
Pupil contract / agreement	Targets and set sanctions for not keeping the targets signed by pupil, parent and staff
Exclusion	In appropriate circumstances

6. Detentions and Exclusions

In line with the school's Behaviour Management Strategy, detentions are implemented at departmental and whole-school levels. Departmental detentions are conducted in line with a specific timetable, while whole school interventions are conducted during the lunch hour and after school, when the need arises.

The school implements internal and fixed-period exclusions.

Internal Exclusions:

The school will implement internal exclusions in cases of misbehaviour that are considered serious, but not sufficiently serious under the circumstances, to require an external exclusion.

Fixed-term Exclusion:

The school will implement fixed-term in cases of misbehaviour. This is not a complete list but examples of misbehaviour which would meet criteria for fixed term exclusion. e.g. fighting, disrupting the learning, behaving inappropriately or using inappropriate or unacceptable language towards pupils or staff, discriminatory behaviour, inappropriate use of phones / social media, smoking or vaping, stealing of property, damage to school property / demonstrating disrespect and failing to comply with their risk assessment. This will also be the case if there is a series of events that continuously undermine the values and order of the school. The school will therefore use the sanction of fixed term exclusions when an event(s) is considered more serious than an internal exclusion but does not meet the threshold of a permanent exclusion.

Permanent Exclusion:

The school will only implement permanent expulsions in serious and extreme cases, which could include:

- A physical attack or threat of violence against another learner or member of staff.
- Sexual attack or abuse.
- Discriminatory behaviour.
- Bringing drugs to school.
- Sharing banned/dangerous/harmful substances.
- Using or threatening to use a weapon.
- Extreme / harmful use of social media.
- **Or** when there are a series of serious incidents that continue to undermine the values and order of the school.

7. Responding to shortcomings in terms of uniform and property

Please refer to the school's Uniform Guidelines.

<https://gartholwg.cymru/en/school-uniform-guidance/>

During registration period, teachers will inspect the uniforms and respond in line with our behaviour management strategies.

In line with the Welsh Government guidelines, we will only implement an exclusion as a last resort "where breaches of the school's uniform or appearance policy are persistent and in open defiance".

Equipment / Property

When pupils wear / use prohibited equipment we will respond in line with our behaviour management strategies.

8. Additional guidelines relating to some situations

Buses / school transport

Information about an incident on one of the school's buses can be referred to the school by the bus company / parents' report / other pupils / Senior School pupils / driver / member of the public or the authority. The school works hard to ensure that we have a close partnership with the authority and the bus company in order to maintain the National Assembly for Wales's code of conduct.

Incidents of misbehaviour on the school's buses will be dealt with in the same way as incidents that take place within the school. The school will consider every action, including permanent exclusion. Furthermore, every bus company has the right to suspend a pupil from the bus as a result of misbehaviour.

Bus Passes

In line with the Authority's (Rhondda Cynon Taf) guidelines, no pupil will be allowed to travel on any bus without an up-to-date bus pass. The authority has the right to administer bus passes after the pupil has provided evidence of his / her official home address. In terms of behaviour on buses, the school's guidelines on investigating incidents, interviewing witnesses and collecting reports should be adhered to. Following an investigation by the Head or Deputy of School / member of the Leadership Team, the relevant information should be relayed to Rhondda Cynon Taf's Transport Unit. The school can make recommendations on the steps that should be taken by the authority, especially if there are particular circumstances that must be considered. A member of the unit will then make a decision based on the incident, in line with county guidelines, and in consultation with the school. The authority will correspond with the relevant pupil's home and will explain the outcome to the individual.

The outcomes can vary, as follows:

- Warning letter
- Temporary exclusion to travel (5 days to one month)
- Permanent exclusion from travelling on the school bus

In cases of a travel exclusion, the school will keep the pupil's bus pass for the specified period of time.

Parents / carers are responsible for their child / children as they travel on school buses. Although a pupil may be suspended by the authority or bus company, it is the parents / carers responsibility to ensure that the child arrives at school and returns home at the end of the day.

<https://www.rctcbc.gov.uk/EN/Resident/ParkingRoadsandTravel/Travel/SchoolandCollegeTransport/PupilbehaviouronSchoolCollegeTransport.aspx>

<https://www.gov.wales/sites/default/files/publications/2018-03/parent-guide.pdf>

Smoking

The Garth Olwg campus is smoke-free. If a pupil is caught smoking or vaping in possession of smoking / vaping paraphernalia, they will be suspended from school (usually for one day).

Drugs / Alcohol / Glue / Dangerous substances

If a teacher believes that a pupil is involved with drugs, the Head/Deputy Heads of School / member of the Leadership Team must be contacted at once.

If a teacher suspects that a pupil has taken drugs / alcohol / glue / dangerous substances of any kind and that they are under the influence during a lesson or otherwise, the main office must be informed, medical assistance must be requested and a member of the emergency call team must be contacted. In serious incidents of these types, the school will consider internal, fixed term or permanent exclusions. See Section 6.

Mobile telephones and electronic equipment

The misuse of mobile telephones and other electronic equipment, including failure to follow the school's mobile phone protocol and / or with deliberate or malicious intent towards other pupils or a member of staff is very likely to lead to further action being taken against the perpetrator, including fixed-period exclusion. The sharing of images or putting images of pupils/staff on social media is likely to lead to a fixed term exclusion (usually 1 day).

Theft

Every opportunity must be taken to encourage pupils not to bring expensive property or large sums of money to the school. If they must, the valuable items must be given to the Head/Deputy Heads of School. Pupils should be encouraged to deposit any lunch money into their personal account early in the morning.

At the same time, every member of staff is encouraged not to leave anything valuable on their desks or in a prominent place, and to keep everything locked away. In cases of theft, we will respond according to our behaviour management strategies and the pupil's family will be contacted through the usual channels. The outcome of all cases of theft will be decided in consultation with the headteacher.

Lateness

Personal Tutors and Subject teachers deal with these issues in the first place and steps taken are in line with our behaviour management policy. In cases of regular lateness, the school will refer the case to the Wellbeing and Inclusion Service, in line with the Local Authority's procedures.

Truancy and leaving the school without permission

This means that a pupil avoids a lesson or lessons, either by not arriving at the school, leaving the school's site or being present in another part of the school. Only Year 12 and 13 pupils are allowed to leave the site during the morning, break times or lunch hour without permission.

When the Head/Deputy Heads of School investigates an incident, they will act in accordance with our behaviour management strategies.

9. Links to relevant documents

<https://www.gov.wales/additional-learning-needs-and-education-tribunal-wales-act>

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Staff guidelines for attitudes to learning and behaviour processes

Attitudes to Learning Expectations (these will vary according to age and subject area)

Nurture Respect

- Speaking Welsh with staff and pupils
- Correct resources in the lessons – e.g. PE kit , calculator mathematics
- Oral contribution
- Enthusiasm
- Politeness
- Correct uniform
- Follow and respond to instructions
- Punctual for lessons
- Listen actively in lessons
- Show respect for equipment and resources in lessons
-

Encouraging Aspiration

- Ask inquisitive questions to develop understanding
- Show pride in work presentation
- Adjust and refine work to improve standards
- Accept and attempt further challenge tasks
- Accept advice for refinement
- Complete homework tasks and to a good standard
- Complete every task
- Complete tasks to the best standard within individual ability
- Take part in practical tasks
- Research further and in detail
- Contribute to additional activities beyond the classroom
- Complete work within ability independently
- Using support strategies if needed – e.g ask another pupil / teacher / use different paper / resource

Collaborating as one community

- Collaborate successfully with others
- Contribute ideas
- Encourage others / Act as a role model
- Take part in extracurricular activities
- Taking an active part in school forums

School behaviour process

If the pupils do not meet the attitudes towards learning standards this is the process that is followed by staff (it will vary slightly according to the age and needs of the pupils).

1	Warning
2	Step 1: 1 Negative point for continuing with the behaviour after a warning
3	Step 2: 2 Negative points and further intervention needed e.g. being moved to another part of the classroom
4	Step 3: 3 Negative points and being moved to a different room
5	Step 4: 4 Negative points and teacher having to call for assistance
6	Step 5: 5 Negative points and taken to work in the internal exclusion room