



Belong... Believe... Achieve...

Islwyn High School

Behaviour Policy

Reviewed by: Mrs N Bowden

Ratified by Governors: 16th January 2025

Date to be reviewed: 15th January 2028

Signed:

Mr J Hicks
Headteacher

Mr G Bryce
Chair of Governors

Behaviour Policy

1. Introduction

At Islwyn High School, we believe that fostering a positive and respectful learning environment is crucial for all pupils' academic, personal, and social development. We are committed to promoting good behaviour, encouraging positive attitudes, and creating an atmosphere where all pupils can thrive.

Our behaviour policy is designed to set clear expectations for behaviour, ensure consistency in the approach to discipline, and align with Welsh Government guidelines and procedures.

2. Aims and Objectives

- To promote positive behaviour, respect, and responsibility among pupils.
- To create an environment where all pupils can learn, feel safe, and achieve their potential.
- To support pupils in developing self-discipline, emotional resilience, and social skills.
- To provide a clear and consistent framework for dealing with inappropriate behaviour.
- To ensure that the policy is in line with the Welsh Government's procedures and regulations.

3. Key Principles

Our behaviour policy is based on the following key principles:

- **Respect:** All members of the school community—pupils, staff, and parents—will be treated with respect.
- **Equality:** Every student has the right to feel safe and respected, regardless of their background or identity.
- **Inclusion:** We promote inclusive practices that cater to the needs of all pupils, including those with additional learning needs (ALN).
- **Restorative Approach:** We focus on repairing relationships and restoring harmony when appropriate through open dialogue and reflection, not just punishment.
- **Fairness:** Our approach will be consistent and transparent, with clear procedures in place for dealing with behaviour.

4. Welsh Government Procedures and Guidelines

This policy is developed in accordance with Welsh Government guidance, including:

- **The Welsh Government Behaviour and Attendance Framework:** This framework provides clear guidelines on creating positive learning environments, addressing bullying, and promoting good attendance and behaviour.
- **The Welsh Government Guidance on Exclusion from Schools and pupil referral unit (April 2024)**

- **Additional Learning Needs (ALN) Act 2018:** We are committed to ensuring that pupils with ALN receive the necessary support to succeed, including tailored interventions for behaviour management.
- **Keeping Learners Safe (2017):** This guidance outlines how schools should safeguard pupils, ensuring that they are protected from bullying, discrimination, and harm.
- **The Equality Act 2010:** We aim to take all necessary steps to ensure that our behaviour policy is implemented fairly and equitably, taking into account the diverse needs of all pupils, including those with disabilities or from disadvantaged backgrounds.

5. Expectations of Behaviour

We expect all pupils to:

- Be ready to work.
- Be respectful towards others, both in words and actions.
- Be Safe.
- Follow instructions from staff promptly and politely.
- Take responsibility for their actions and their learning.
- Work hard, be punctual, and attend school regularly.
- Refrain from disruptive behaviour that affects their own learning or the learning of others.

6. Behaviour Management Strategies

The following strategies are employed to encourage positive behaviour and deal with inappropriate actions:

- **Positive Reinforcement:** Recognising and rewarding good behaviour through praise, certificates, class rewards, and other positive reinforcements.
- **Restorative Conversations:** Encouraging pupils to reflect on their behaviour and its impact, fostering responsibility and empathy.
- **Targeted Support:** For pupils with specific behavioural needs, we aim to implement individualised support plans..
- **Whole-School Approach:** All staff are responsible for promoting positive behaviour, both in and outside of the classroom.

7. Consequences for Inappropriate Behaviour

While we prioritise positive behaviour, there are clear and fair consequences for inappropriate actions. These may include:

- **Verbal Warning:** An opportunity to correct behaviour.
- **Relocation:** Class teacher relocates a pupil to another classroom due to persistent low level behaviour that has not been rectified after being spoken. On certain occasions, it

may be necessary to contact a member of the Senior Leadership Duty Team if a serious breach occurs that requires the pupil to be removed from the classroom.

- **Loss of Privileges:** Temporary loss of privileges (e.g., break time, class rewards, school trips, representing the school in sporting events). This is not an exhaustive list.
- **Reflection Time:** pupils may be asked to reflect on their behaviour in a designated area or with a member of staff.
- **Parental Involvement:** Parents may be contacted to discuss the behaviour and collaborate on solutions.
- **Detention:** In some cases, detention may be used as a consequence
- **School community service:** such as litter picking or other tasks that contribute to maintaining a positive and respectful school environment.
- **Support Plan:** For pupils who continue to struggle with behaviour, a more formal support plan may be developed, including in some circumstances involvement from external agencies (e.g., ALN specialists, educational psychologists).
- **Inclusion and internal exclusion:** Certain behaviours may result in a pupil being removed from lessons to complete work in the Inclusion Room or Internal Exclusion. During this time, our aim is for pupils to reflect on the incident and explore ways to improve their behaviour moving forward.
- **Exclusion:** In some cases, a fixed term exclusion from school or permanent exclusion may be considered in line with Welsh Government regulations and guidance.

8. Restorative Practices

In accordance with Welsh Government guidelines, we aim to adopt, where appropriate restorative practices as part of our behaviour management approach. This includes:

- **Restorative Conversations:** If a pupil's behaviour has affected others, a restorative conversation may take place to help them understand the impact of their actions and how to repair relationships.
- **Mediation:** In cases of conflict, mediation may be used to resolve issues in a fair and equitable way, involving the pupils concerned and a member of staff.

9. Support for pupils with Additional Learning Needs

We recognise that some pupils may require additional support to manage their behaviour effectively. For pupils with ALN, we aim to:

- Implement reasonable adjustments in line with the ALN Act (2018).
- Develop individualised behaviour support plans that address specific needs.
- Involve parents/carers and external agencies (e.g., ALN specialists) in the development and review of support plans.

10. Anti-Bullying

We are committed to preventing and addressing bullying in all forms, including physical, verbal, and cyberbullying. In line with Welsh Government's *Anti-Bullying Guidance (2021)*, we will:

- Promote an anti-bullying culture where bullying is not tolerated.
- Encourage pupils to report any incidents of bullying to a trusted adult or using our 'Report It' tool.
- Investigate all reported incidents of bullying in a timely manner and fairly, ensuring appropriate support is provided to both the victim and the perpetrator.

11. Involvement of Parents and Carers

We recognise the important role that parents and carers play in supporting our behaviour policy. We aim to:

- Keep parents informed of any behavioural issues and work with them to address concerns.
- Encourage open communication between home and school to reinforce the importance of good behaviour.
- Invite parents to attend meetings regarding behaviour plans or to discuss strategies for improving behaviour.

12. Monitoring and Review

This policy will be reviewed regularly to ensure it continues to reflect the needs of the school community and complies with Welsh Government guidance. Staff, pupils, and parents will be consulted in the review process.

The policy will be monitored by:

- Recording incidents of behaviour and interventions.
- Regularly reviewing the effectiveness of the behaviour management strategies.
- Gathering feedback from pupils, staff, and parents on the policy's implementation.

13. Conclusion

At Islwyn High School, we are committed to fostering an environment where all pupils can reach their full potential, feel safe, and develop respect for themselves and others. This behaviour policy sets out a framework to promote positive behaviour and ensure that all pupils benefit from a supportive, structured, and inclusive learning environment.
