

RESPECT FOR LEARNING POLICY

#MOTIVATEDTOSTRIVE



MAESTEG SCHOOL RESPECT FOR LEARNING POLICY

“Motivated to Strive”

Purpose

Good standards of behaviour and learning go hand in hand. If learning is to be effective at Maesteg School, it is essential that good standards of behaviour are exhibited in all aspects of school life.

The following Respect for Learning Policy, clearly sets out the expectations that we have of staff and pupils at Maesteg School along with clearly defined sanctions and rewards.

The main aim of the policy is to promote excellent behaviour throughout the school community so that:

- Every student will be able to improve significantly on his/her previous best in order to achieve their potential.
- Every student will learn to become an effective, independent, self-motivated learner
- Every student will develop confidence and expertise in all learning areas, especially the key areas of literacy, numeracy and digital literacy.
- Every student will be able to take advantage of the school's identity as a community focused school and as a centre of excellence for learning.

Aims of Policy

- To define what is expected with regard to respect for learning in a clear, concise way to students and staff.
- To give examples of sanctions and outline clear consequences for students if their behaviour fails to meet the expected standards.
- To clearly define the roles and responsibilities of staff managing behaviour and implementing the school behaviour policy.
- To recognise the importance of praise and rewards on improving standards of pupil behaviour and to define their use.
- To provide a clear and manageable system for tracking pupil behaviour for learning at whole school and individual levels.

Principles

All students are valued equally whatever their personal circumstances. All relationships within the school community should be founded on mutual RESPECT and high self-esteem. Maesteg School aims to create an ethos where:

- Every student has highest expectations and demonstrates a commitment to learning
- Every student can reach his/her full potential in a supportive, secure and stimulating learning environment
- Every student learns to take responsibility for his/her own behaviour, to take pride in behaving well and to respect others
- Every student feels valued and knows that poor behaviour will be dealt with firmly and fairly
- No one tolerates bullying, harassment or abuse of a physical or verbal nature, including racial or sexual harassment
- Deliberate violence, which may hurt or endanger others or cause damage to property, is understood by all to be totally unacceptable.

At Maesteg School our task is to set the highest standards in school and not allow factors outside school to excuse poor and unacceptable behaviour in school. We aim to differentiate between difficult children and children with difficulties.

The Maesteg School Good Lesson

(What students can expect from teachers)

- T**eacher arrives on time for the lesson and meets and greets pupils.
- E**nsures that lessons are well planned and resources are of the highest quality.
- A**ddresses poor behaviour clearly and calmly.
- C**hallenges all pupils as a result of high expectations of pupil progress and learning.
- H**ard work and positive learning/behaviour are rewarded.

Maesteg School Charter

(What staff can expect from students)

- L**eave mobiles at home and remove coats before entering the class.
- E**nsure that all work and homework is completed.
- A**rrive on time along with all necessary equipment.
- R**espect all staff, pupils and your learning environment.
- N**ow work hard and STRIVE to produce your best.

This policy will contain a large amount of information and strategies aimed at dealing with and improving behaviour at Maesteg School, However, we firmly believe that all strategies have one umbrella strategy which is **RESPECT**.

If all staff and students:

- respect each other.
 - respect our environment.
 - respect our uniform.
 - respect deadlines and timescales.
 - respect ourselves.
- then all other strategies will be easier to implement.

We can show respect in the following ways:

- Move around the school quietly.
- Open/hold doors for other people.
- When the teacher talks to the class, be quiet and pay attention.
- Wear your uniform smartly and with pride.
- Don't distract others or stop other pupils from learning.
- Bullying has no place at Maesteg School – report any incidents to staff.
- Value and respect our school, grounds and equipment. Look after school property.
- Keep classrooms tidy. Litter is the responsibility of everyone. Use bins.
- Chewing and eating are not allowed in class.

It is expected that the majority of behaviour incidents will be resolved and sanctioned by the class teacher. However, there may be occasions when this is not possible and will be subject to the following procedure.

A Behaviour Referral will be completed by the individual who deals with the incident (R1 or R2 in the case of classroom teachers and R3 or R4 by HOF, PL or SLT).

Examples of unacceptable behaviour at Maesteg School will be categorised, tracked and recorded according to a four tier behaviour model. This model, along with examples of unacceptable behaviours, sanctions, procedures and staff expected to deal with the incident are shown on the following page.

This model is not intended to provide an exhaustive list of behaviour incidents, but rather to provide typical examples.

MAESTEG SCHOOL

BEHAVIOUR & SANCTIONS

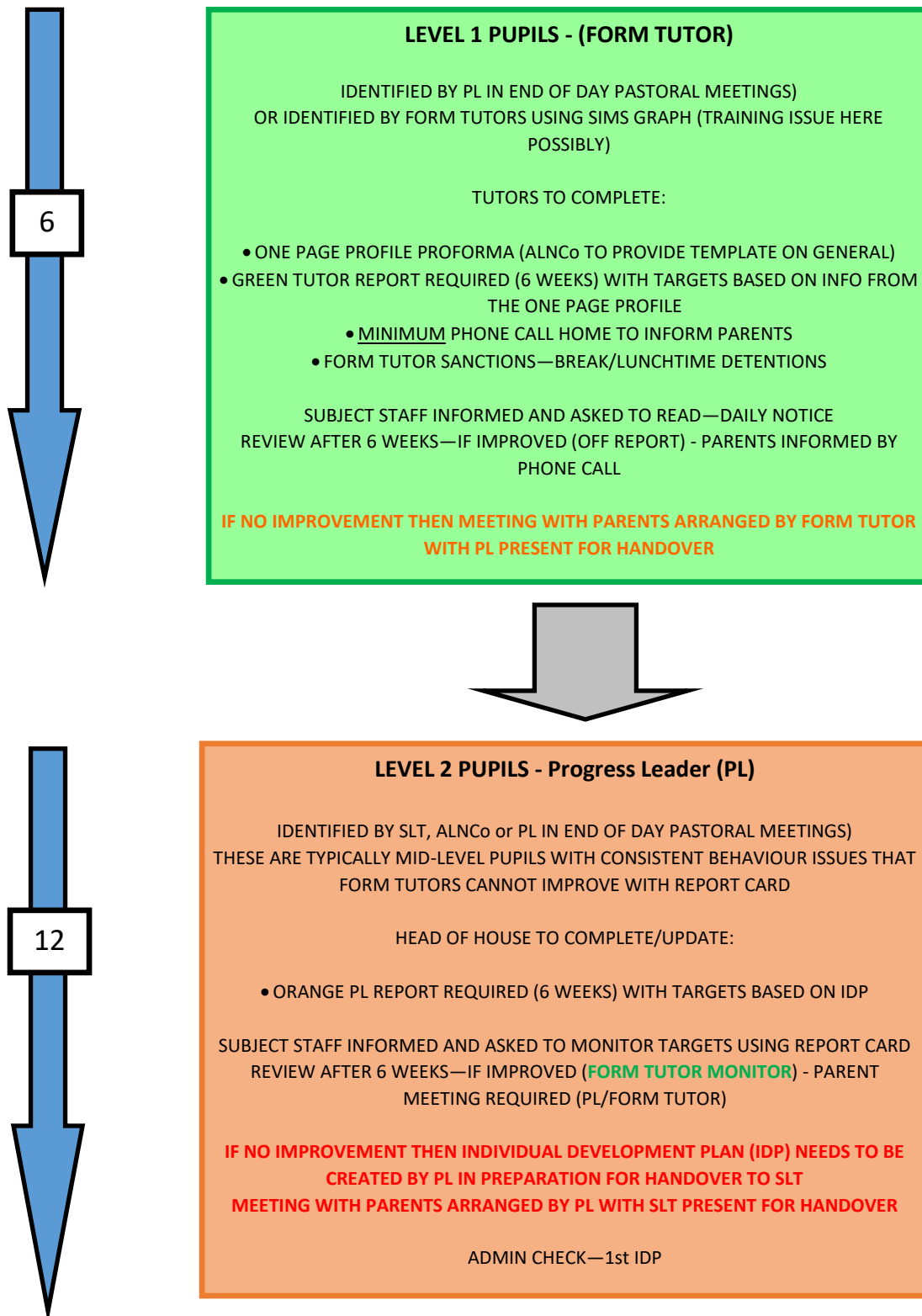
R1 LEVEL INCIDENT (CLASS TEACHER)

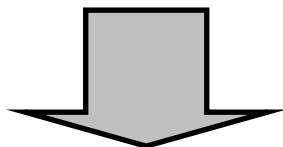


<p>EXAMPLES</p>	<p>ACTIONS</p>
<p>LOW LEVEL BEHAVIOUR PROBLEMS. EXAMPLES BEING:</p> <ul style="list-style-type: none"> - INCORRECT OR INCOMPLETE EQUIPMENT FOR LESSON THAT IS IMPACTING ON LEARNING. - OFF TASK OR SILLY BEHAVIOUR. - FAILURE TO COMPLETE WORK (INCLUDING HOMEWORK). 	<p>DEALT WITH BY CLASS TEACHER.</p> <ul style="list-style-type: none"> - VERBAL WARNING / REPRIMAND. <p>R1 INCIDENT LOGGED BY CLASS TEACHER.</p>
<p>R2 LEVEL INCIDENT (CLASS TEACHER)</p>	
<p>EXAMPLES</p>	<p>ACTIONS</p>
<p>MEDIUM LEVEL PROBLEMS. EXAMPLES BEING:</p> <ul style="list-style-type: none"> - CONTINUED SILLY, DISRUPTIVE BEHAVIOUR. - RUDE, INSOLENT BEHAVIOUR TOWARDS STAFF. 	<p>DEALT WITH BY CLASS TEACHER.</p> <ul style="list-style-type: none"> - 2ND WARNING. - 2 MINUTES COOLING OFF PERIOD OUTSIDE THE DOOR. - MOVE SEATS WITHIN CLASS. <p>R2 INCIDENT LOGGED BY CLASS TEACHER.</p>
<p>R3 LEVEL INCIDENT (HEAD OF FACULTY)</p>	
<p>EXAMPLES</p>	<p>ACTIONS</p>
<p>HIGH LEVEL PROBLEMS. EXAMPLES BEING:</p> <ul style="list-style-type: none"> - OPEN DEFIANCE & REFUSAL TO GO-OPERATE. - PERSISTANT POOR BEHAVIOUR THAT IS DISRUPTING THE LESSON. 	<p>DEALT WITH BY HEAD OF FACULTY.</p> <ul style="list-style-type: none"> - FACULTY PARKING FOR REMAINDER OF LESSON. - LUNCHTIME DETENTION. - PARENTS INFORMED BY HEAD OF FACULTY. <p>R3 INCIDENT LOGGED BY CLASS TEACHER.</p>
<p>R4 LEVEL INCIDENT (SLT)</p>	
<p>EXAMPLES</p>	<p>ACTIONS</p>
<ul style="list-style-type: none"> - ABUSIVE OR THREATENING BEHAVIOUR. - "ON CALL" REQUIRED. 	<p>(SLT INTERVENTION REQUIRED)</p> <p>INCIDENT DEALT WITH BY SLT</p> <p>R4 INCIDENT LOGGED BY CLASS TEACHER</p>

Graduated Response Behaviour Model

At Maesteg School we recognise the need to adopt a graduated response when implementing strategies and interventions that are designed to positively modify behaviour. It is important that a pupil who is exhibiting behaviour of a nature that is of concern, is subject to interventions that follow a carefully thought out and managed intervention model. A model of this type is much more likely to bring about the desired positive changes of behaviour than a process that is hap hazard and ill planned. This graduated response model is also much more likely to provide the required evidence should it be decided that application for alternative provision is required. The graduated response to behaviour intervention that we follow at Maesteg School is shown below.





LEVEL 3 PUPILS - (SLT)

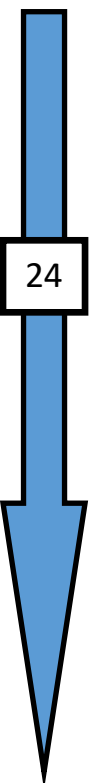
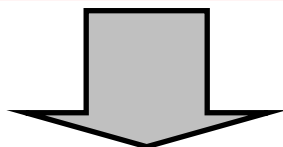
SLT TO MANAGE:

- RED SLT REPORT REQUIRED (6 WEEKS) WITH TARGETS BASED ON IDP

SUBJECT STAFF INFORMED AND ASKED TO MONITOR TARGETS USING REPORT CARD REVIEW AFTER 6 WEEKS—IF IMPROVED (**PL REPORT**) - PARENT MEETING REQUIRED (SLT/PL)

IF NO IMPROVEMENT THEN INDIVIDUAL DEVELOPMENT PLAN (IDP) NEEDS TO BE REVIEWED BY SLT/ALNCo IN PREPARATION FOR HANDOVER TO ALNCo MEETING WITH PARENTS ARRANGED BY PL WITH SLT PRESENT FOR HANDOVER

ADMIN CHECK—2nd IDP



LEVEL 4 PUPILS - (ALNCo)

THESE ARE TYPICALLY HIGH-LEVEL PUPILS WITH CONSISTENT BEHAVIOUR ISSUES THAT SLT CANNOT IMPROVE WITH FURTHER INTERVENTION AND OUTSIDE AGENCY PROVISION

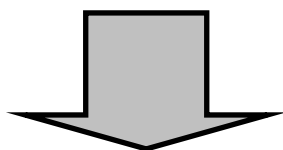
ALNCo/BEHAVIOUR SUPPORT SERVICES (BSS) TO COMPLETE/UPDATE:

- BOXALL/THRIVE PROFILES
- WIDE RANGE ABILITIES TESTING
- PURPLE ALNCo REPORT REQUIRED (6 WEEKS) WITH TARGETS BASED ON IDP
- ALNCo/BEHAVIOUR SUPPORT SERVICES (BSS) MEETING WITH PARENTS
- BEHAVIOUR SUPPORT INTERVENTIONS AGREED

SUBJECT STAFF INFORMED AND ASKED TO MONITOR TARGETS USING REPORT CARD REVIEW AFTER 6 WEEKS—IF IMPROVED (**SLT REPORT**) - PARENT MEETING REQUIRED (ALNCo/SLT)

IF NO IMPROVEMENT THEN PREVIOUS IDP REVIEWED AND MULTI-AGENCY INDIVIDUAL DEVELOPMENT PLAN (IDP+) NEEDS TO BE CREATED BY ALNCo/BSS/PASTORAL AHT MEETING WITH PARENTS ARRANGED BY ALNCo WITH BSS AND PASTORAL AHT

ADMIN CHECK— 1st IDP+, BOXALL, THRIVE, WRAT4



LEVEL 4+ PUPILS - (ALNCo/PASTORAL AHT)

ALNCO/PASTORAL AHT TO COMPLETE/UPDATE:

- NEW 6 WEEK PROGRAMME AGREED ON IDP+
 - SECOND PURPLE REPORT CARD ISSUED
- BASE PROVISION DECIDED BY ALNCO/NJS IF APPROPRIATE AT THIS LEVEL (6 WEEK PROGRAMME)

SUBJECT STAFF INFORMED AND ASKED TO MONITOR TARGETS USING REPORT CARD REVIEW AFTER 6 WEEKS—IF IMPROVED (**ALNCo REPORT**) - PARENT MEETING REQUIRED (ALNCO)

IF NO IMPROVEMENT THEN MEETING ARRANGED WITH HEAD TEACHER, PASTORAL AHT, ALNCo, GOVERNORS IN PREPARATION FOR EXTERNAL PROVISION IF REQUIRED

ADMIN CHECK—2nd IDP+, BOXALL, THRIVE

Communication

Communication is regarded as essential at all levels if successful resolutions to problems with student behaviour is to be achieved. This would include:

- Communication with parents / carers (essential at all levels).
- Communication with relevant staff through Sims referral according to Respect for Learning Policy.
- Communication between DOL and PL if behaviour concerns escalate to ensure a consistency of intervention and support.
- Communication between middle managers, ALNCO and SLT to ensure that all appropriate interventions are considered and available.
- Communication between school staff and external support agencies if School Action Plus is regarded as necessary.

Interventions for supporting pupils and positive modification of behaviour.

If a pupil is exhibiting behaviour that is regarded as unacceptable according to the Respect for Learning Policy, then it is expected that sanctions will be put in place. However, if unacceptable behaviour is not to be repeated, then it is essential that strategies and interventions are put in place by school staff in order to support the pupil.

The following flow diagram is intended to give examples of the strategies and interventions that are available to school staff at a specific level of sanction.

Maesteg School Behaviour Intervention Strategies

HIERARCHY OF SANCTIONS / ACTIONS	INTERVENTIONS / NOTES	SEN REGISTER
BREAK TIME / LUNCH TIME DETENTION WITH CLASS TEACHER	Teacher ensures that they use good classroom management techniques such as: <ul style="list-style-type: none"> • Suitable lesson content with good pace and challenge • Differentiated work • Seating plan etc. 	NO
AFTER SCHOOL DETENTION WITHIN FACULTY (COMPLETION OF MISSED WORK)	<ul style="list-style-type: none"> • At this point, faculty would inform parents of concerns, possibly by phone call or letter. 	NO
AFTER SCHOOL DETENTION WITH PL	<ul style="list-style-type: none"> • Make clear that this was an escalation of sanction. • Interview of parents by DOL with PL support. • At this point, Extended Faculty Parking could be considered. Duration decided upon by DOL with input from PL 	No
AFTER SCHOOL DETENTION WITH SLT	<ul style="list-style-type: none"> • This would be used if pupils did not show suitable behaviour in PL detention or had missed a PL detention without good cause 	Regular intervention at this level means SA likely
FIXED TERM EXCLUSION	Pupils receiving a fixed term exclusion would involve: <ul style="list-style-type: none"> • Ed Psych referral. • Completion of Boxall Profile • Primary Health Referral / CAMHs considered • Referral to MAC BASE 	SA+
MAC BASE	<ul style="list-style-type: none"> • This would be seen as a last point of call before permanent exclusion is considered. • At this point referrals for PRU / YBC made. • Governors Disciplinary Committee 	SA+
PERMANENT EXCLUSION	<ul style="list-style-type: none"> • Seen as last option if all intervention strategies have failed 	SA+

Rewards and Praise

Praise plays a very significant part in improving behaviour for learning. Recognising achievement in various high profile ways at classroom, team and whole school level will have a significant impact on behaviour for learning. A positive reward system has developed to encourage all students to be successful and to be good citizens in their community. Students shall earn House Points through positive behaviour and positive learning. Further House points can be earned for extra-curricular activities.

Reward	Purpose
1. Certificates awarded every half term and prizes at the end of term for top five students in each year group.	To promote positive learning in all aspects of school life.
2. Positive behaviour points awarded by class teacher and tutor for good work, effort or attitude. These are recorded on the STRIVE boards.	To promote good academic and behaviour standards.
4. Year group assemblies.	To promote recognition of a variety of qualities including 100% attendance.
5. End of year reward trips.	To co-ordinate end of year activities and link to reward for learning.
6. School Presentation Evenings.	To highlight students' achievements to a wider audience.

Behaviour in the School Community when students are not in lessons

- No students in Years 7 – 11 are allowed off site between (8:40am – 2.50pm). Students in these year groups are allowed to their own home for lunch with written permission from parents. The Head of House will confirm this in the student journal.
- All members of the school community will walk on the left in corridors and behave sensibly at all times.
- Students will only be allowed out of lessons for a very good reason. Students can expect to be challenged if they are out of lesson, and be escorted back to where they should be.
- Students who are not in the lesson they should be can expect a sanction from their Head of House. Students who persist in not attending lessons can expect further action involving outside agencies if necessary. Directors of Learning are responsible for the corridors in their subject area, and should support subject staff in this role.
- Maesteg School is a no smoking site for visitors, staff and students. Students can expect to be placed within the isolation unit followed by fixed term exclusion for a repeat offence.

All staff should insist on responsible behaviour which complies with the Charter. When asking students to modify their behaviour in the wider school community, all staff should do this in a clear calm way with firm voice and eye contact. Staff should always do this in a way which is clear about expectations but does not use derogatory, aggressive or demeaning verbal or body language towards the student.

Maesteg Alternative Curriculum Base (MAC)

Maesteg School operates a Student Support Base which has the aim of supporting pupils who are experiencing difficulties with a traditional timetable.

These difficulties may include:

- needing to have the number of subjects they are studying reduced in order to achieve the best academic outcome for the student.
- a phased return to school program, possibly as a result of a long term absence due to illness.
- needing a bespoke approach to the curriculum as they are unable to cope with the demands of a traditional 5 lesson day.

The resource is not seen as sanction for poor behaviour, but as an attempt to support students by modifying the curriculum they are exposed to. However, for some students who exhibit challenging behaviour, placement within the unit may be regarded as an attempt by the school to provide a modified curriculum which would prevent possible referral for alternative provision or permanent exclusion.

The aim will always be to return the pupil to their normal timetable following a placement within the base. However, the length of placement within the base will depend on individual student progress.

- Students will need to be referred for consideration for a place within the Base. This will be via a Student Support Base referral form (see appendix 1) and will be completed by the relevant Progress Leader (PL) following discussion with subject teachers.
- Students would be expected to have a written PSP in place before a referral is made to the Base.
- Any referral for the Base would need to be discussed with parents / carers and reasons for the referral clearly explained.
- Referral forms will be forwarded to ALNCO and SLT (Wellbeing) for consideration.
- Parents / carers will need to give written consent on the referral form for the placement to be considered.
- Student performance within the unit will be monitored daily and reviewed at the end of each week. Decisions on removal from the unit or continuation of support will be based on weekly review.
- The unit will be staffed by two members of staff who have experience in the support of vulnerable as well as challenging learners.
- Students within the unit may, depending on individual circumstances, have the length of their day adjusted in an attempt to obtain best possible outcomes.
- Students who are exhibiting challenging behaviour, may have the times of their break and lunch adjusted as a strategy for reducing their impact on fellow students.
- Students placed in the base will be assigned a staff mentor who will oversee provision for the student. Student mentors would provide support for students while they are working in the base, as well as providing advice and support for the student in the wider school community.
- Directors of Learning and subject staff will be responsible for providing suitable work for students working within the base in order to ensure best possible outcomes for the student.

Detention

- After school detention can be given as part of the range of sanctions available to class teachers. These may be organised by individual teachers or on a Departmental or Faculty basis. 24 hours notice should normally be given to parents/carers.
- Detention will usually take place between 2.50 and 3.50.
- Students will be provided with suitable work during their time in detention
- Should a pupil fail to attend an after school detention, after a number of attempts by the DoL and they have been properly arranged with formal notice given to parents/carers, then the PL should be informed by the DoL. The DoL should record the detail of the detention that was not attended, in the students file and verbally inform the PL. The PL will now carry out the detention as well as informing parents/carers of the need for the escalation of the detention.
- If the student fails to attend the detention organised by the PL or exhibits unsatisfactory behaviour during the detention, the matter will be escalated to a member of SLT. SLT will take responsibility for contacting parents and enforcing the detention.
- Failure to attend detention for SLT or unacceptable behaviour during SLT detention will possibly result in a fixed term exclusion.

Governor Disciplinary Committee

Students who are deemed at risk of fixed / permanent exclusion will meet with this committee. They will attend with their parents / carers. Only the Headteacher and Assistant Headteacher (Wellbeing) can decide which students attend this committee.

Behaviour Support - Pupil Referral Panel

Pupils who are deemed at risk of a Fixed Term Exclusion can be referred to this external body by the school for extra support by external providers.

Fixed Term Exclusion

The following offences would lead to the possibility of a fixed term exclusion:

- Physical violence towards another student.
- Derogatory and/or discriminatory verbal violence towards another student.
- Verbal violence or abuse towards a member of staff.
- Persistent or serious disruptive behaviour
- Racial/sexual harassment.
- Bullying.
- Theft.
- Damage to school property

Permanent Exclusion

These offences will normally lead to a permanent exclusion:

- Carrying an offensive weapon.
- Physical violence towards a member of staff.
- Arson.
- Extortion.
- There will be occasions when violence towards another student or bullying could lead to permanent exclusion.
- The supplying of illegal drugs on the school premises on school transport or during the school day.
- Behaviour where the student is frequently disruptive and/or frequently refusing to follow the instructions of staff could also lead to a permanent exclusion.

Liaison with the Criminal Justice System

- Maesteg School is part of the Bridgend Community Safety Partnership and has a Community Police Officer linked to the school. Many of the offences listed under fixed term and permanent exclusion categories are also criminal offences. The school will work closely with the police to establish the appropriate response to breaches of the Charter. Students may find themselves subject to a criminal and as well as a school-based investigation and in exceptional circumstances may find themselves facing consequences under the criminal justice system.
- Under section 115 of the Crime and Disorder Act, the school can share information with the Police. The Bridgend County Borough Council Protocol allows the school to refer to the Community Safety Partnership for Antisocial Behaviour by students and parents on the school site. Similarly the Police can request information from the school if a child is causing concern in the community.

Tracking Respect for Learning

Communication

- Use of SIMS - on line referral system, to share communication between all staff, which will result in staff having overview (immediately) of pupils' behaviour.
- This will create mutual support and assistance to all staff.
- FTs, DoLs, PLs, SLT and MAC Base Manager will have better up-to-date information.
- Well-being meetings are held each day and daily reports are published by support staff.

Support for Students

Maesteg School makes every effort to support all students in its care. The school offers, for example, some of the following strategies;

- Staff may offer Anger Management strategies to individual students. They have been trained to support and identify students for whom this is affecting their ability to learn.
- The School employs a school counsellor. Students can be referred to this confidential service provided by the Council's Youth Service.
- The school assigns members of staff as mentors to our more vulnerable students.
- The School has a MAC Base to allow students to continue accessing the curriculum out of timetabled lessons.
- The School offers an Alternative Curriculum to students it deems, in discussion with the individual and their parents/carers will benefit. Many outside agencies are willing to work with our students to continue to allow them to reach their potential.
- Restorative Justice is also offered to students to help them and their families to work in partnership with the school.
- For vulnerable pupils as defined through consultation with parents, primary schools and from surveys with the pupils themselves, there is a Nurture Room facility (OASIS).
- A number of staff are ELSA trained in order to provide emotional support for students.
- The School provides nurture provision at break/lunch times for vulnerable students.
- The students have their own dedicated reception as an immediate point of contact.
- The school employs a dedicated team of support staff to address Well-being issues students may experience.
- The school employs a member of staff to support our Looked After students.

Maesteg School

MAC Base referral

Name of Pupil :

D.O.B.

Reg.

Member of staff completing referral (PL)

Date:

What are your reasons for making this referral to the Base ?

What strategies have been put in place for this student ?

What would you like to gain from placing this student in the Base ?

P.T.O.

Have you discussed this referral with parents/carers (essential) and what are their views on the proposed placement ?

Does the parent/carer consent to their child receiving support in the Base if this referral is successful ?

YES / NO

Signature of parent / carer:

(Consent given) Date:

Signature of PL :

Date:

SLT On-call Procedure

