

Aberdare Community School Ysgol Gymunedol Aberdâr



Behaviour for Learning Policy

Date Adopted	27 th September 2023
Signature of Headteacher	<i>Carol Morgan</i>
Signature of Chair of Governors	<i>Mama</i>
Date to be reviewed	November 2024

Rationale

Aberdare Community School has a duty to learners, staff and the community to create an environment where the core activity of learning is of utmost value. In order to ensure that high quality learning can take place in every lesson every day, all possible steps must be taken to ensure that teaching and learning is not affected by unacceptable behaviour. Our policy is underpinned by the principle that learners and staff are fully aware of consistent expectations, rewards and consequences with regards to behaviour.

This policy should be read in conjunction with the school's exclusion, antibullying, equal opportunities and ALN policy.

The Principles

The Governing Body believes that in order to enable teaching and learning to take place, high standards of behaviour in all aspects of school life is necessary. It seeks to create an inclusive, caring, learning environment in the school by:

- expecting excellent attitudes to learning;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- to ensure equity irrespective of ability, gender, ethnicity, disability or economic circumstance;
- promoting early intervention and a graduated response;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures;
- promoting a culture of praise and encouragement in which all learners can achieve and to ensure a consistency of response to both positive and negative behaviours;
- encouraging learners to take responsibility for their own actions;

Teachers will:

- Create a stimulating environment to motivate and inspire learners.
- Encourage success and recognise effort and achievement.

- Form respectful relationships with learners.
- Promote high expectations at all times.
- Employ the Behaviour for Learning policy consistently.
- Use SEREN points to reward positive attitudes to learning.
- Maintain a positive approach to discipline and always offer learners a fresh start.
- Deploy de-escalation and early intervention strategies.
- Be positive role models for learners.

Parents/Carers will:

- Take responsibility for the behaviour of their child, both inside and outside school.
- Ensure that their child adheres to all school policies and procedures.
- Work in partnership with the school in maintaining high standards of behaviour.
- Make the school aware of any concerns or problems that might impact on their child's work, behaviour or attendance.
- Help their children to understand why respecting this policy is important to the wellbeing of all learners and the smooth running of the school.

Adhering to the following code of conduct learners will:

- attend school regularly and arrive to school and lessons on time.
- show consideration, courtesy and respect at all times to staff, their peers and visitors to school.
- show respect for their environment, keep the school clean and tidy so that it can be a welcoming place of which we can be proud.
- walk about the school safely and quietly, keeping to the left.
- line up outside the classroom in an orderly fashion.
- come to every lesson equipped to work i.e. bring pen, pencil, ruler, rubber, books and planner.
- always try to understand other people's point of view.
- be polite and helpful to others, respect each other's rights.
- take responsibility for their own words and actions.
- always work hard, to the best of their ability and role-model being a determined learner.

Rewards SEREN Achievement System

Our reward system at ACS is called the SEREN Achievement system. SEREN points are awarded through a range of categories. Some examples are listed below;

<ul style="list-style-type: none"> • Excellent classwork 	<ul style="list-style-type: none"> • Displaying a positive attitude to learning
<ul style="list-style-type: none"> • Excellent uniform 	<ul style="list-style-type: none"> • Being prepared for learning – Correct equipment
<ul style="list-style-type: none"> • Participating in extracurricular activities 	<ul style="list-style-type: none"> • Being punctual to school and lessons
<ul style="list-style-type: none"> • Contributing positively to learning 	<ul style="list-style-type: none"> • 100% weekly attendance
<ul style="list-style-type: none"> • Excellent piece of homework 	<ul style="list-style-type: none"> • No behaviour points

SEREN points are cumulative throughout the academic year.

Scenario	Actions	End of each term
A pupil reaches 300 achievement points	<ol style="list-style-type: none"> 1. A bronze (Efydd) postcard is posted home and a certificate awarded to the learner in assembly. 2. Bronze badge awarded to the learner. 	<p>At the end of the Autumn term pupils receive a raffle ticket to go into a prize draw. 1 ticket for each 50 points they have been awarded, regardless of whether they have reached Bronze.</p> <p>Pupil 1 has 50 SEREN points = 1 raffle ticket in end of Autumn term Prize Draw</p> <p>Pupil 2 has 300 SEREN points = Certificate/ Post Card Home and 6 raffle tickets in end of term Prize Draw</p>
A pupil reaches 550 Achievement points	<ol style="list-style-type: none"> 1. A silver (Arian) postcard is posted home and a certificate awarded to the learner in assembly. 2. Silver badge awarded to the learner. 	<p>At the end of the Spring term pupils receive a raffle ticket to go into a prize draw. 1 ticket for each 50 points they have been awarded, regardless of whether they have reached Silver</p> <p>Pupil 1 has 100 SEREN points = 2 raffle ticket in end of term Prize Draw</p> <p>Pupil 2 has 550 SEREN points = Certificate/ Post Card Home and 11 raffle tickets in end of term Prize Draw</p>
A pupil reaches 800 Achievement points	<ol style="list-style-type: none"> 1. A gold (Aur) postcard is posted home and a certificate awarded to the learner in assembly. 2. Gold badge awarded. 	<p>At the end of the Summer term pupils receive a raffle ticket to go into a prize draw. 1 ticket for each 50 points they have been awarded, regardless of whether they have reached Gold</p>

		Pupil 1 has 150 SEREN points = 3 raffle ticket in end of term Prize Draw Pupil 2 has 800 SEREN points = Certificate/ Post Card Home and 16 raffle tickets in end of term Prize Draw
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SEREN is an acronym for Success, Excellence, Resilience, Equality and Nurture and Respect. When a learner receives SEREN points parents will be notified through Class Charts. We want all our learners to aim for the following SEREN criteria

Success

S

- I want to succeed and I role-model being a determined learner.
- I display an exemplary attitude to learning.
- I am well prepared for lessons, can concentrate and take a lead in my learning.
- I impact positively in my school and in my community.

Excellence

E

- I actively seek challenge and I strive to continually deepen my thinking.
- I am well organised and my uniform is excellent.
- I have excellent attendance and punctuality.
- I role-model exemplary engagement and take pride in the presentation of my work.

Resilience

R

- I consistently persevere when learning becomes challenging.
- I can solve problems including conflict with other people.
- I can ask for support and guidance when I need it.
- I take responsibility for myself, my actions and my learning.

Equality

E

- I can understand other people's point of view even if I don't agree with their ideas.
- I treat others as I would like to be treated.
- I accept people from other backgrounds and cultures.
- I challenge and report bullying and all forms of discrimination.

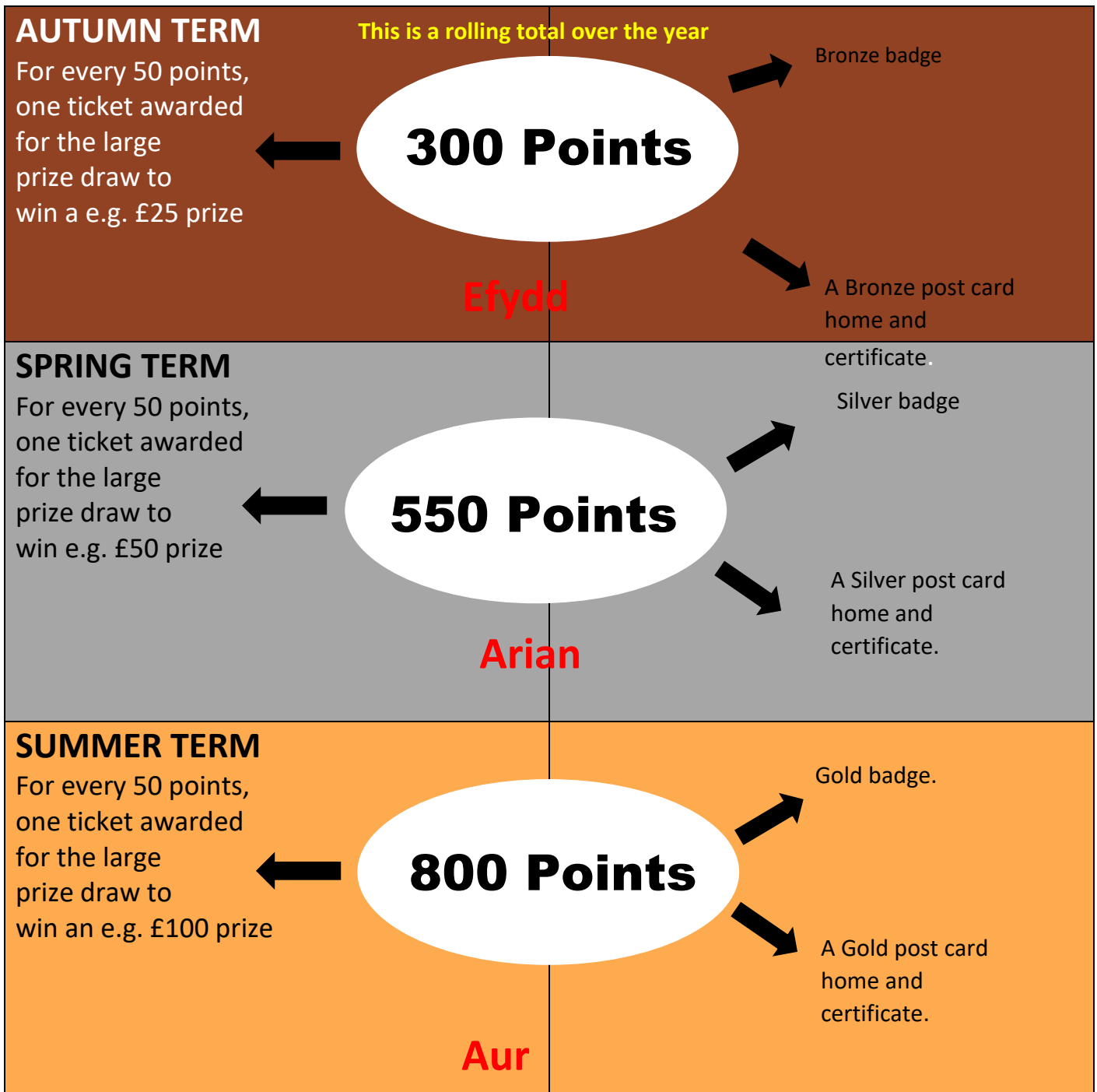
Nurture and respect

N

- I care for the school environment and move around the school in a calm and orderly manner.
- I collaborate effectively and think about how to get the best out of others in my team.
- I listen to others. I develop and challenge ideas respectfully.
- I understand that my behaviour affects other people's learning.
- I am polite and courteous to everyone in our community.

SEREN Points

There are 3 levels that learners can achieve.



Behaviour management System B1 – B3

The Behaviour Management System is operated on a graduated response, escalating from a B1 to a B3. The behaviours are recorded electronically by staff on Class Charts.

If a learner is misbehaving or not abiding by the school code of conduct they may be issued with a B1 in the first instance. Parents will automatically be informed of the B1 behaviour incident via Class Charts

If a learner continues to misbehave or not abide by the school code of conduct they will be issued with a B2. When a B2 is issued it will result in an afterschool detention and the pupil will be re roomed into an alternative classroom. The parents will automatically be informed of the B2 behaviour incident via Class Charts.

If the behaviour escalates/continues despite a B1 and a B2 being issued a learner will receive a B3. This will result in the learner being removed from class and placed in Restorative Inclusion. The learner will also receive an afterschool detention. Parents will automatically be informed of the B3 behaviour incident via Class Charts

A B3 can also be issued immediately without the learner receiving a B1 and B2 if a serious incident has occurred.

Learners can be issued with a behaviour incident for the following reasons, these reasons are clearly labelled on Class Charts;

1) Classroom incidents B1 to B3

B1

- Phone confiscated
- Disruption of learning
- Not engaging with the learning activity
- Disrespectful attitude
- Regular lack of basic equipment (pen, pencil, ruler, rubber, books, planner, school bag and calculator)
- Late to lesson without a valid reason

B2

- Persistently not engaging in a learning activity in a single lesson.
- Persistent disruption of learning in a single lesson
- Persistent disrespectful attitude
- Inappropriate language
- Inappropriate behaviour
- Persistent failure to adhere to school uniform policy (only recorded by Progress Leader)
- Persistent lateness to school (twice in a week - PL)
- Persistent lateness to lessons (twice in a day - PL)

B3

- Persistent refusal to follow instructions
- Physical/verbal aggression towards a peer
- Physical/verbal aggression to staff
- Deliberate damage to property
- Serious disruption of learning

- Dangerous behaviour
- Serious misuse of internet/communication systems
- Failure to attend detention (only recorded by ASD Lead following investigation)
- Bullying (recorded by Progress Leader following investigation)

2) Unstructured time incidents B1 to B3

B1

- Phone confiscated

B2

- Inappropriate behaviour/language (Corridor, Break/Lunch, Stairwell)
- Smoking

B3 (Corridor, Break/Lunch, Stairwell)

- Persistent refusal to follow instructions
- Physical/verbal aggression towards a peer
- Physical/verbal aggression to staff
- Deliberate damage to property
- Dangerous behaviour

Detentions

After School Detention

When a B2/B3 behaviour is entered on Class Charts an announcement is automatically sent to the learner and the parent informing them of the incident and date of the afterschool detention.

If a learner does not attend an Afterschool Detention:

If the learner leaves or refuses to attend the detention, the learner is placed in the Restorative Inclusion Room the following day and will also be required to complete their detention. An announcement is automatically sent to the learner and the parent, on Class Charts informing them of this.

Fixed term/Permanent Exclusions

Fixed Term Exclusions can be used in response to serious breaches of this policy.

Permanent exclusion will be applied if the behaviours described are persistent and all other reasonable steps have been taken to address the young person's behaviour and attitude. There will however, be exceptional circumstances where in the headteacher's judgement it is appropriate permanently to exclude a learner for a first or one-off offence. (See exclusion policy for further detail.)

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy. There may be occasions where a reasonable adjustment will be made to this school policy in order to accommodate a learner 's ALN as identified in their ILP/IDP.

Behaviour for Learning

You are expected to take responsibility for your own behaviour. You will also be encouraged to take responsibility for your social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour. You will be expected to accept challenge, celebrate success and be respectful.

Strive, Believe, Achieve

B1	Learner given a warning
B2	Re Room After School Detention
B3	Duty Callout Restorative Inclusion Room After School Detention

Work Hard, Dream Big, Reach for the Stars

