

# Cowbridge School



## Behaviour for Learning Policy

**Formulated by:** D. Griffiths, Assistant Headteacher

**Adopted by:** MGB 05.07.18

**Last Reviewed:** November 2024

**Review:** Every two years or subject to changes in statutory guidelines or legislation

**Next Review:** Spring 2026

**Date of any amendments made to policy & brief points:**

Date	Details	Approved by
November 2024	Complete overhaul of policy	SPW Committee 10.12.24

The following national and local guidance has been used in the compilation of this policy:

- Welsh Government – Practical Approaches to Behaviour Management in the Classroom: A handbook for classroom teachers in secondary schools (August 2010).
- Welsh Government – Practical Approaches to Behaviour Management in the Classroom: A handbook for classroom teachers in primary schools (August 2012).
- Welsh Government – Safe and effective intervention – use of reasonable force and searching for weapons (March 2013).
- Welsh Government – Guidance for substance misuse education (July 2013).
- Welsh Government - Exclusion from schools and pupil referral units (November 2019).
- Welsh Government – Additional Learning Needs Code for Wales (March 2021).
- Welsh Government – School uniform and appearance: policy guidance for governing bodies (January 2022).
- Welsh Government – Reducing restrictive practices framework (September 2022).

This policy is linked to the following policies:

- Anti Bullying Policy
- Attendance Policy
- Sexual Violence and Harassment Policy
- Safeguarding Child Protection Policy
- School Uniform Policy
- Substance Misuse Policy

## **1. VALUES AND PRINCIPLES**

1.1 This policy is designed to help in securing the School's aims and vision for all pupils. By cooperating and trusting each other we aim to ensure that each pupil reaches the peak of their ability and talents.

- We shall do so by offering opportunity, support, and guidance within a positive, open minded, safe and civilized school community;
- Positive behaviour and attendance are essential foundations for a creative and effective learning environment in which all members of the school community can thrive and feel respected, safe and secure;
- This policy is designed to consistently secure an acceptable standard of behaviour and to promote our core values of 'ready, respectful and safe'. These measures should aim to prevent all forms of bullying, including racial harassment. The School's Anti-Bullying Policy should be read in conjunction with this document;
- It is expected that promoting positive behaviour for learning is the responsibility of the whole school community.

1.2 We teach positive behaviour for learning through:

- referencing the three expectations (Be Respectful, Be Ready, Be Safe) in lessons, in tutor time, changeovers, educational visits and unstructured times;
- teaching pupils' routines using a graduated response;
- scripted conversations
- restorative conversations
- modelling positive behaviour on a daily basis
- form and year group assemblies

## **2. Code of Conduct for Pupils**

2.1 Pupils are expected to take responsibility for their own behaviour and show that they exhibit the characteristics of our core values of:

- Ready to learn
- Respectful to ourselves and others
- Safe in our environment

2.2 Every opportunity will be made to reinforce these values with pupil's as well as the school's Behaviour for Learning Policy, procedures and expectations. We encourage and support pupils so that they develop excellent relationships for learning; we expect them to use language that is positive and affirmative when engaging with staff and other pupils. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on the grounds of age, sex,

race, colour, nationality (including citizenship) ethnic or national origin, marital or civil partnership status, age, sexual orientation, disability, religion or belief will not be tolerated.

2.3 All pupils are expected to prioritise their learning and understand the importance of respect and good manners. Good behaviour is the 'norm'; poor or off-task behaviour is a hindrance to learning. Pupils must:

- Always work to the best of their ability;
- Strive to meet all homework and classwork deadlines.
- Arrive on time, properly prepared for learning;
- Follow teacher directions immediately and work to the best of their ability;
- Refrain from making unkind and inappropriate comments;
- Listen to the person who is meant to be talking ;
- Respect all ethnicities, genders, religions and sexuality;
- Take care of all materials, equipment and the learning environment.

2.4 Furthermore:

- Smoking and vaping are strictly forbidden in school and whilst travelling to and from school or at any time whilst wearing the uniform;
- Pupils are not allowed to chew gum;
- Pupils must not bring any items/materials or illegal substances to school that endanger their own safety or the well-being of other members of the school community;
- Pupils should not bring valuables to school;
- Mobile phones must be switched off and kept out of sight during the school day.
- No pupil has the right to infringe upon the personal lives of our staff. No member of staff should be photographed, filmed or recorded. No images should be shared of any member of our staff whilst in role during the school day or while outside in their personal lives.

#### **Off-site behaviour**

- Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **3. Recognition of positive behaviour for learning**

3.1 At Cowbridge School, we prioritise recognition over rewards, as it is more meaningful for the learner and provides an intrinsic motivator which is far more successful than material rewards systems. We recognise learners who go 'over and above' our behaviour standards and core values. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships. A quiet word of personal praise can be as effective as public recognition.

3.2 All teachers are expected to provide, where appropriate:

- Praise and positive encouragement
- Positive verbal and written feedback

3.3 Pupils are encouraged to show initiative by playing an active role in modelling our values rather than passive compliance e.g., learners make real effort to help others, which is more than simply being polite. Our approach is also to work towards being 'peer led' rather than adult led, where children recognise one another for demonstrating the core values.

3.4 Teachers may allocate achievement points through SIMS that are reported to parents as part of data capture. Points can be awarded for pupils modelling the core values of 'Ready, Respectful and Safe'.

3.5 The following is a list of other ways we celebrate and reward success:

- Displaying students' work both in school and on the school's social media channels and Google Classroom.
- Reward charts e.g. Nursery Enfys.
- Departmental and School recognition e.g. 'Seren yr wythnos/star of the week'.
- Discussions with parents, positive phone calls and letters.
- Individual Year group rewards as determined by the Leader of Achievement.
- Annual Reports.
- Reward and recognition assemblies.
- Reward Trips.

#### 4. What happens if a pupil breaks the Behaviour for Learning Policy?

The School has been working hard on developing key principles with regards to conduct and behaviour in school. All staff have been trained in how to adopt a consistent approach that ensures a safe and successful learning environment for all. Members of staff must:

- Provide first attention to best conduct;
- Establish consistent and calm behaviour;
- Refer pupils to school rules;
- Make it clear that they are criticising the behaviour and not the person;
- Avoid early escalation to more severe consequences;
- Encourage a process of reflection (including restorative approaches);
- Avoid whole group sanctions that punish the innocent as well as the guilty;
- Take account of individual circumstances and needs.

#### 5. Graduated Response

- 5.1 High quality teaching, differentiated and personalised for each child or young person is the first step in meeting the needs of our pupils. Most pupils can make progress and engage in learning if they are taught in this way.
- 5.2 Where a learner or group of learners' needs cannot be met through universal provision, special consideration can be given to more targeted support through the schools graduated response. By implementing this graduated response system, Cowbridge School aims to provide a holistic approach to supporting students with behaviour and progress concerns. The school understands the significance of early intervention, multi-disciplinary collaboration, and involving parents/carers in the process to help students flourish.
- 5.3 Cowbridge School's graduated response to behaviours and progress concerns is as follows:
- Early Intervention and Support through Universal Provision**  
When behaviours and progress give cause for concern, Cowbridge School will implement early intervention strategies. This will initially involve the classroom teacher adapting classroom management techniques to address behavioural concerns quickly and effectively so that learning is not lost. Such interventions include questioning, drive-by's, step in - step out approach, scripted language (reminding pupils of good behaviour choices and how they link to ready, respectful and safe).
  - Direct sanction**  
Direct sanctions maybe required where classroom management strategies have not been successful and further intervention is required. Behaviour escalation may take place through a pupil needing to be removed from the class and 'parked' within another classroom or a classroom/departmental detention. Where appropriate parents maybe contacted to discuss the reason for the sanction. In circumstances whereby the reason for the direct

sanction forms part of a trend or the incidents warrants it, a departmental or pastoral report card may be used to help track and modify behaviours. ***A direct sanction may be used for incidences of truancy.***

**c. Escalation 1**

Escalation may occur because of the failure of a direct sanction by the classroom teacher or middle level leader to help address behavioural issues. Examples of initial escalation could include:

- Inclusion.
- Long term report card.
- Discussion with the ALN Department.
- Short Term Curriculum Modifications.
- Consideration of adapted provision.

Parents must be notified and should be encouraged to support the school whereby there has been the requirement to escalate behaviour support.

**d. Escalation 2**

Further escalation may be required whereby escalation to the Achievement Team has not been successful in modifying a pupils behaviour or whereby there is a serious misbehaviour. Examples of further escalation include:

- Referral to the Senior Leader with responsibility for Behaviour.
- Fixed Term Exclusion in accordance with 'Exclusion from schools and pupil referral units (November 2019)'.  
- Development of Individual Behaviour Plan/ Positive Handling Plan/ Risk Assessment.
- Referral to Y Bont Provision.
- Discussion with ALN Department for need for an Individual Development Plan.
- Referral fo pupil to the Pupil Disciplinary Committee.
- Use of Pastoral Support Plan.
- Referral to external agencies for behaviour support.

5.4 If necessary, Cowbridge School will work in conjunction with the Local Authority to identify suitable alternative provision to meet a pupil's needs. Referrals to the Additional Learning Needs or Social Emotional and Mental Health Panel may be required. Referrals will be made in line with the panel's graduated response diagram and the SEMHP Continuum.

**6. Tracking and monitoring behaviour for learning**

**6.1 Attitude to learning and Behaviour for Learning**

Three times a year, attitude to learning and achievement is formally recorded in Years 7-13. This will be a curriculum and departmental judgement of attitude to learning (formerly effort) and will enable us to separate reward from academic progress or achievement. Attitude to learning measures a pupil's enthusiasm and excitement for learning alongside their resilience and effort. Meanwhile Behaviour for learning measures a pupil's readiness to learn focusing on their punctuality, preparedness, focus, engagement and respect.

- 6.2 At Cowbridge School we believe pupils should be rewarded for consistently good behaviour. Each term, those students with no more than 1 behaviour point will be rewarded. As with attendance, each term will be a 'fresh start'.
- 6.3 All pupils with consistently high levels of attitude to learning, attendance and behaviour, will receive recognition through positive feedback from teachers, communication home and assemblies from Departments and the Achievement Team.

## 7. Time-out

**A time-out** should be agreed by the Leader of Achievement and be based on the individual circumstances and needs of the child. It is important to note that frequent time-outs throughout the day should not become a regular occurrence. If a pattern starts to emerge, it must be escalated to the Senior Leadership Team (SLT) for further assessment and support. This collaborative approach will involve considering additional support and strategies to put in place.

## 8. Removal from class

- 8.1 Removal from class is considered a serious consequence and will only be used once all other behaviour management strategies have been exhausted and there is a need to maintain the safety of all learners or to restore stability.
- 8.2 Where there is a requirement to remove a pupil from the classroom for a short period of time, the classroom teacher in consultation with the Head of Department or Duty Staff, may consider placing the child in another classroom so as to provide time out to refocus on their work (parking). This is to be used as a temporary measure unless discussed with the Head of Department and Leader of Achievement. This must be recorded on SIMS within the comment section.
- 8.3 Key principles when a child is removed from class:
- No blame environment – support reflection and the learners understanding of the incident, their feelings and reinforce expectations;
  - Removal is time limited;
  - Staff are provided with an opportunity for a reset and for learner to refocus;
  - Learning should continue;
  - Reintegrate with kindness (**non-judgemental**) and,
  - Class teacher to follow up and explain any further next steps.

## 9. Emergency Response

### 9.1 What is Emergency Response?

An emergency response may be requested where there is an incident whereby either the safety of students and staff is at risk or where despite



intervention at classroom teacher and/or departmental level has not impacted on behaviour choices. This may include a rapid escalation of behaviour by a pupil(s).

## **9.2 When should emergency response be used?**

- Immediate safeguarding risk e.g. fight, missing pupil known to staff, drugs, self-harm, disclosure, verbal/physical incident.
- Classroom and departmental interventions (e.g. timeout, parking, discussion with HOD) have not modified the behaviour choices of a pupil.
- Defiance linked to uniform or phone policy whereby intervention by the Head of Department or another colleague has not had an impact.

## **9.3 How is emergency response used?**

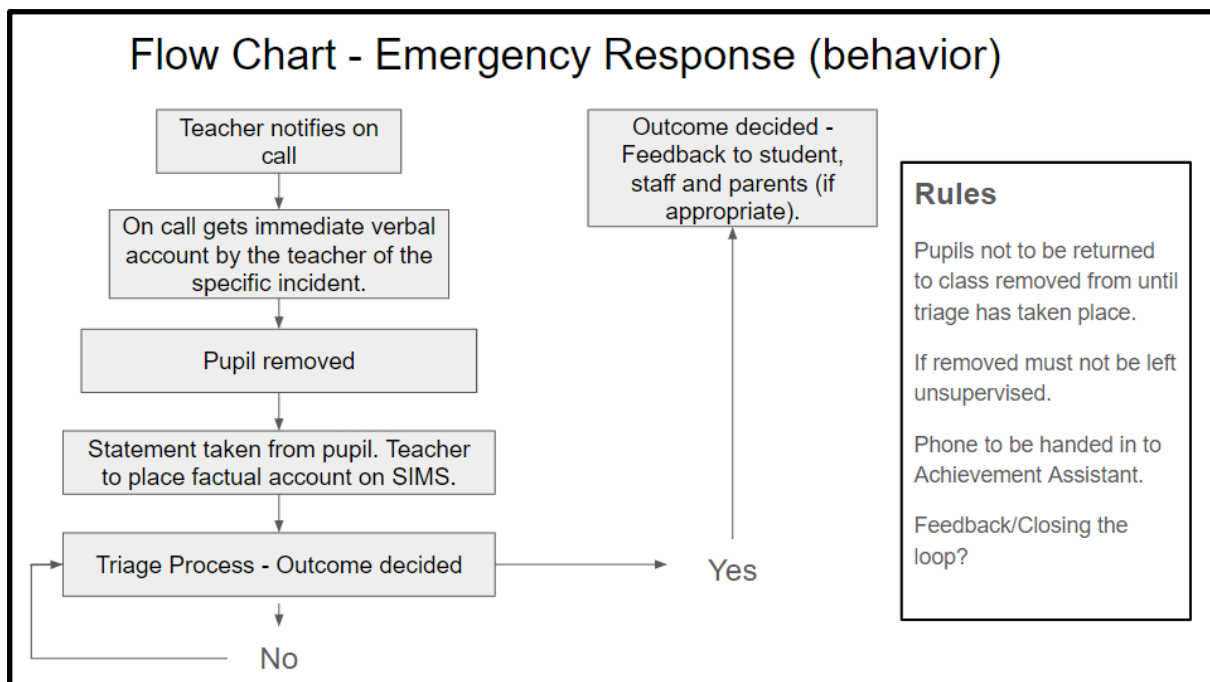
- Send a reliable pupil/LSA to a staffed office to request Emergency Response to be notified.
- If able to make a call - phone call to **200**.

## **9.4 Who responds?**

- Immediate support from colleagues who are available e.g. Head of Department or colleague in adjoining classroom (second voice).
- Timetabled Emergency Response staff or another allocated person.

## **9.5 What happens?**

- Immediate conversation with the member of staff to assess what has led to the emergency response and what strategies have already been implemented? (discussion not to involve the pupil at that point).
- Pupil will be removed to triage the situation and a decision made regarding next steps. Pupil will not be returned at that point.
- As part of the triage situation, account by pupil taken. Staff member to put on SIMS behaviour point and an account of what has taken place.
- Discussion with either Classteacher/HOD/Achievement Team/SLT with regard to next steps following triage.



9.6 Where appropriate, pupils can be internally included to support the pupil to reflect and understand their actions/feelings and expectations, using a restorative approach. The length of time should be for the shortest time possible to ensure that pupils return to learning. **Where appropriate, a restorative conversation will take place where a rupture has occurred between a pupil and a member of staff. This can be facilitated by either the Head of Department, Head of Year or SLT.**

9.7 In exceptional circumstances where a longer period of removal may be required, it will be by the agreement of SLT only.

9.8 All instances of removal from class must be recorded on SIMS by Duty/ SLT, including the duration and reasons for removal. The data regarding removals and restrictive practices is closely monitored by the Senior Leadership Team and Leader of Achievement. The data collected is shared with the Vale of Glamorgan on a termly basis to identify patterns or trends.

## 10. Detentions

10.1 Section 92 of the Education and Inspections Act 2006 gives schools the legal backing to detain pupils after a school session on disciplinary grounds. Head teachers and other teachers authorised by the Head have a clear legal authority to detain pupils on disciplinary grounds after the end of a school session **without the consent** of the parent. At Cowbridge School, detention is used as a sanction in the following ways:

- 10-15 minute detention
- Up to 1 hour after school detention. Only to be given by Heads of Department/Leaders of Achievement and SLT. Parents are notified of this sanction at least 24 hours written notice is provided.

10.2 In the case of after school detentions parents are notified by the Achievement Team, the reason for the detention and the person to contact if parents wish to discuss the sanction further.

## 11. **Serious incident protocol**

11.1 For serious concerns or breaches in behaviour, either on or off-site it is important to notify a member of the leadership team as soon as possible (Emergency Response). Serious breaches can include bullying, verbal aggression, violence, stealing, racism/prejudice behaviour, deliberate damage to school property, and persistent non-compliance. Each situation will be considered on a case-by-case basis through a triage process.

11.2 SLT, in consultation, with the Headteacher will consider as part of their investigation:

- The impact of the incident on other pupils and/or staff.
- The child's needs, understanding, and context that may have contributed to the behaviour.
- Identify triggers and review and amend Risk Assessment or Positive Handling Plan as necessary to ensure the child's needs are being met.
- Assess whether further reasonable adjustments are needed to meet the child's needs (assess, plan, do, review).
- Consider if additional pastoral support or external referrals may be required e.g. SEMHP or ALN Panel.
- Evaluate if there are any undiagnosed needs or if further assessments are needed.
- Determine if the consequences imposed are proportionate, fair and lawful, considering the factors mentioned above.
- Consider whether there is a need for an assessment for an Individual Development Plan.

11.3 Next steps and potential consequences will be proportional and in line with the Equality Act 2010.

## 12. **Uniform**

12.1 The governing body has put in place a school uniform policy; it is therefore for the head teacher to enforce these as part of his or her overall responsibility for the day-to-day running of the school and for maintaining discipline.

12.2 The Headteacher will decide what action to take when pupils infringe the school's uniform or appearance rules. Headteachers can discipline pupils for breach of the school's uniform or appearance policies, however, they first try to establish why a pupil is not complying with the policy. If it is because families are in financial difficulties, the school will allow an appropriate amount of time for the required items to be purchased and offer information about any assistance the Local Authority or the school is able to offer. There may be other

extenuating circumstances that would not be classified as defiance and therefore not result in the child being sent home.

- 12.3 The Headteacher may ask pupils to go home to change their clothes if it is appropriate to do so. This will be for no longer than necessary to effect the change of clothing and would only be appropriate where the change could be made quickly and easily. This measure will be used proportionally. When sending a pupil home, headteachers or senior staff will bear in mind the age and vulnerability of the child and will contact the parents or carers. The pupil would be expected to return to school immediately after their clothes had been changed. Failure to do so could amount to an unauthorised absence.
- 12.4 Items of non-uniform such as hooded jumpers may be confiscated until the end of the school day and in incidents where pupils repeatedly don't follow direction not to wear, parents may be called to the school to support in enforcing the uniform expectations and collect the item of clothing.

### **13. Mobile Phones (See it! Hear It! Lose It!)**

- 13.1 The school acknowledges that there are benefits of pupils having access to mobile phones during school hours, but they also present a significant distraction to learning. As a result, pupils are not to use mobile phones during the school day. Mobile devices are to be switched off and in a school bag whilst on school site. Visible mobiles will be confiscated, taken to the Achievement Team Office and then kept until the end of the school day. Where a phone has been confiscated more than three times, parents will be required to collect the phone from school.
- 13.2 The following exceptions will be made:
- Mobile phones can be used where the teacher has directed that they are used for a teaching and learning activity.
  - Pupils who use a mobile device to monitor health conditions such as diabetes are able to do so.
  - Members of the sixth form should adhere to the guidance however, they may use mobile phones in the designated sixth form common room.

### **14. Preventative approach towards behaviour - Working with families**

- 14.1 At Cowbridge, we believe that learners will only achieve the best possible outcomes when the school and family work closely together; parental support is essential to the school ethos. We will support parents to:
- Ensure their child attends school regularly, so work and behaviour patterns can be established and maintained;
  - Encourage independence and self – discipline;
  - Highlight any concerns with the school and communicate significant changes in family circumstances, health/medical conditions, behaviour at home or any other factors which may impact on behaviour and wellbeing;

- Engage in their child's learning and school experiences;
  - Foster good relationships with the school and support the implementation of this policy;
  - Be aware of the school rules and reinforce expectations;
  - Work in partnership to agree strategies ensuring consistency between home and school, and,
  - Attend Annual Reviews/meetings so that meaningful discussions take place.
- 14.2 Parents/carers will always be informed if their child's behaviour is causing concern. Where appropriate, the school may signpost parents/carers to appropriate external support.

## 15. Exclusion

- 15.1 Exclusions take place in line with 'Exclusion from schools and pupil referral units, 2019'. A decision to exclude a learner should be taken only:
- in response to serious breaches of the school's Behaviour for Learning Policy and;
  - if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.
- 15.2 Only the headteacher can exclude a pupil. If they are absent from school, then the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the Headteacher's absence.
- 15.3 A decision to exclude a learner permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and should normally be used as a last resort.
- 15.4 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. The school will ensure it follows the Welsh Government Guidance on exclusions. (<https://www.gov.wales/sites/default/files/publications/2019-11/exclusion-from-schools-pupil-referral-units.pdf>) .

### Support and reintegration

- 15.5 Parents will be requested to attend a reintegration meeting following exclusion. The member of staff leading the reintegration meeting will outline the reason for the exclusion. Behaviour expectations and next steps will be agreed at the meeting and a review date set. If needed, a person-centred approach will be used to co-create a positive handling plan with the school to support the pupil in managing their behaviour. Consideration of undiagnosed additional needs may also be considered, and advice/assessments sought through the ALNCo if appropriate.

## **16. Pastoral Support Plans**

- 16.1 We will also consider strategies which will be documented on a pastoral support plan. These are used to support dysregulated learners and as part of the reintegration process where appropriate.
- 16.2 All Pastoral Support Plans must be authorised by the Head Teacher or Deputy Headteacher.
- 16.3 Part-time timetables should only be used in exceptional circumstances as a short-term measure, with the intention of returning to full time attendance at school sooner, if feasible.
- 16.4 School will consider the following before implementing a reduced timetable:
- be satisfied that a part-time timetable is an appropriate intervention given the needs of the pupil.
  - be satisfied that suitable arrangements would be in place to ensure the safeguarding and welfare of the learner during the period when they would otherwise have been expected to be in school.
  - evaluate the support already implemented and consider the need for any additional interventions.
  - have a clear rationale for the proposed education arrangements, such as part-time attendance at school supplemented by work provided by the school or EOTAS provision to ensure the learner receives a full education.
  - consult with the learner, their parents to gain agreement to pursue a reduced timetable.
  - ensure a reduced timetable would not impact on travelling and transport arrangements.
  - ensure that arrangements for a reduced timetable would not adversely affect a pupil's access to free school meals
  - Consider what support the learner may need to ensure they are able to fully reintegrate into full-time mainstream education.
- 16.5 PSPs may include after school support sessions.
- 16.6 The school will return the tracker to the Local Authority once every half term.

## **17. Supporting staff**

- 17.1 All staff have the right to be safe and be treated with dignity and respect. Some learners may test and challenge relationships, therefore adults responsible for them require the ability to regulate themselves and sensitively, firmly and confidently manage the adult/learner relationship.

- 17.2 In the case of higher-level incidents, when learners are in distress, behaviours can manifest that are threatening or aggressive, the impact of this will be acknowledged by Senior leaders who will provide to staff.
- Ensure the immediate physical and emotional wellbeing of all involved;
  - Allow them time away from the child;
  - Debrief of the incident that took place at an appropriate time to allow for reflection, identify next steps in order to avoid a repeat;
  - Explain the next steps for the child and adult so that the member of staff is fully briefed.
  - Where appropriate, SLT, HoD or HoY to carry out a restorative meeting with child and adult as soon as possible and before any possibility of a repeat incident;
  - Ensure staff are aware of the support systems available and that they can request further debrief should it be required.
- 17.3 At Cowbridge School, if there is a potential for violence towards staff members, the Senior Leadership Team will take necessary actions to eliminate the risk. If eliminating the risk is not possible, they will make appropriate changes or implement protective and supportive measures to lower the risk. These actions should be determined through a thorough risk assessment. The risk assessment needs to be regularly reviewed and updated as needed. The effectiveness of the preventive measures will be consistently monitored by the school leaders.
- 17.4 Any high-level incidents should be documented by the staff using the Behaviour Escalation Form (BE1) and where restraint has been required a Team Teach Form.

## **18. Incidents involving protected characteristics**

- 18.1 The Equality Act 2010 says you must not be discriminated against because of:
- Disability
  - Race
  - Sex
  - Age
  - Gender reassignment
  - Marriage or civil partnership
  - Sexual orientation
  - Pregnancy and maternity.
- 18.2 In the Equality Act, race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. Any type of discrimination impacts on the individual, as well as on their families and others perceived to be from that group. At Cowbridge School we promote acceptance and respect and seek to educate learners on the impact of racism and bullying. We support initiatives in our community that promote equity and equality and provide the children with

lessons, experiences and information to support this. We consider any form of incident involving protected characteristics as a serious breach of our rules and take swift action as part of the triage process.

## **19. Peer on Peer Abuse**

Peer-on-peer sexual harassment is taken very seriously at Cowbridge School and is covered in the school's policy on Peer on Peers Abuse Policy between children in school. The whole school approach to RSE ensures that a preventative and proactive approach is adopted to tackle the issue. This includes providing learners with assurance that school/education provision staff will take every incidence of peer-on-peer sexual harassment seriously and work in partnership with the learners, parents/carers, and external agencies where appropriate to deal with any incidents.

## **20. Recording Behaviours**

- 20.1 All staff are to record incidents that contravene the Behaviour for Learning Policy in SIMS. Staff are required to identify how the policy has been contravened and where appropriate include a comment on what has happened. Staff are to only use professional language and to only specify the name of the individual pupil in question. If more than one pupil is involved in an incident it is advisable to add each pupil separately. In providing context regarding an incident it may be that pupil initials.
- 20.2 Exclusion reintegration, Positive Handling Plans, Individual Behavior Plans and Risk Assessments are to be stored within SIMS as a linked document.
- 20.3 Where appropriate and under the direction of a member of SLT, there maybe a requirement to record the incident within MyConcern where there is a potential risk to safeguarding.



## Section B

### Reflection Time and Ready to Learn

#### *Education, inspiration and opportunities for life*

#### Our overall Aspirations

***We aim to inspire students by providing education and opportunities which equip them for life***

#### 1. Introduction

We have high aspirations and we are committed to excellence, equality and wellbeing for all. Our strategy is to further develop our curriculum, resources and teaching to achieve and sustain excellence. We see our core purpose as providing engaging, exciting and challenging learning opportunities which result in ambitious, capable learners, committed to lifelong learning. We aim to develop our students' knowledge, skills and qualities to enable them to be successful, happy, resilient and healthy citizens of Wales and the world.

We recognise that high performance, success and happiness requires healthy resilient young people with positive mind-sets which are solution focused.

Our wellbeing strategy, action plan and programme recognises that the teenage brain is developing. This can present issues involving impulsivity, emotional responses e.g. anger, the inability to self-regulate etc. at times. This can sometimes involve either the young person being unready to learn or present behaviour which prevents others from being able to learn. When this happens, we recognise that reflection time, can assist young people to reflect, reframe and regulate their actions so that they are able to restore learning activities.

Fundamentally, we recognise that our role as adults is to help young people 're-write their scripts' and we believe that role-modelling and practising good habits and behaviour can significantly help teenagers to develop into resilient, successful young adults ready to learn.

#### 2. Purpose and Explanation of Reflection Time

The core purpose of reflection time is to provide the pupil with thinking time and space to calm down, think, reflect and in doing so, remedy the actions which were impulsive and not meeting our philosophy of, respectful, safe and ready to learn.

##### **Informal reflection time could involve:**

- a. time within the classroom under the direction and supervision of the teacher. This involves giving the pupil(s) a short-period of time within the classroom where he/she is required to stop, think and remedy their actions;
- b. time external to the classroom (no more than 5 minutes) under the direction and supervision of the classroom teacher to provide physical and thinking space away from the view of peers to stop, think and remedy their actions;

- c. Reflection time during unstructured time (break, lunch, corridors) for example asking the pupil to stop, wait, provide thinking time and then engage in a reflective conversation to correct the undesired actions in that area.

It is also accepted that there are occasions where pupils need more formal intervention and assistance to help them think, reflect, understand and remedy their actions.

Therefore, CS has a designated Reflection Area.

### **3. Reflection Area**

This area is a supervised space where a pupil(s) needs a longer break and space away from the timetabled lesson(s). This is determined as alternative education to facilitate emotional, social and behavioural development and improvement.

The decision to place a pupil in the Reflection Area rests exclusively with senior staff. The senior staff able to make this decision are listed in Appendix 1. Any pupil placed in the Reflection Area for a full day or more must be discussed with the Headteacher.

Pupils who have been removed from lessons by senior staff are able to work away from timetabled lessons, minimising further disruption and allowing the **pupil a safe space to work, reflect, and/or regain composure/rationality following an emotional assault/crisis or incident.**

We believe that pupils should be in the Reflection Area for the shortest time possible. The specific duration is at the discretion of senior staff. The senior member of staff most familiar with the incident will make a professional judgement and assign the amount of time needed for reflection.

We recognise that all incidents are unique to the individual circumstances of the pupil (s) and therefore time within the reflection room will differ in length. Effective monitoring, review and evaluation will provide a means to quality assure and challenge and learn from the incidents presented. Regular reviews (1/2 termly) will be discussed with the Headteacher.

Any pupil who is placed within the reflection area on more than 5 occasions (separate incidents) within one term will be discussed with the Headteacher as clearly other/ alternative interventions need to be considered and implemented.

### **4. Protocols/Activities in the Reflection Area**

**During the time a pupil is working in this area, there must an educational input to assist the pupil (s):**

- a. **Understand** why their actions/ behaviours have resulted in needing reflection time;
- b. **Develop reflection techniques** to assist in doing things differently to avoid being withdrawn from timetabled, formal lessons. These skills will be underpinned by a variety of restorative approaches - this is a crucial aspect

which the school firmly believes enables a platform for genuine relationship repair;

- c. Where appropriate in formulating an **apology** to the pupil, member of staff involved in the initial incident to **restore** the relationship(s) of all concerned.

#### **Additional:**

- I. Pupils will be allowed to eat at break and lunch in the room at a time agreed by the senior member of staff;
- II. Pupils will only be placed in the Reflection Area for a defined amount of time. This could involve periods of time from 10 minutes, 20 minutes, half an hour, a full lesson, break and lunch times, ½ day or a full day. This is at the discretion of the senior member of staff in accordance with paragraph 3 above;
- III. Parents will be informed at the earliest convenience by AA/LoA/SLoA. This will not be prior to the time commencing in the area;
- IV. Pupils will be allowed to visit the toilet at any time under the supervision of a member of staff;
- V. Pupils will not be left unsupervised;
- VI. During extended time in this area (more than 30 minutes) in addition to conducting I - III above, staff supervising pupils (those on call) must ensure that pupils continue with appropriate educational work from the lesson(s) as per their timetable.

#### **5. Procedures for Staff**

1. The reflection duty staff will only need to be present in the room if there is a pupil placed there. Staff on reflection duty will need to be available should on senior place a pupil in there during a lesson. Staff on call should be visiting proactively classrooms across the School. **Staff must have a school radio whilst on call at all times;**
2. The room must never be locked or latched;
3. The role of that member of staff is to ensure that the pupil takes time to calm down, think, reflect and is involved in a restorative conversation unless he/she is unfit to do so and the needs additional time and space;
4. Staff will be notified via morning briefing notes of a pupil to be placed in the Reflection Area for a full day;
5. Achievement Assistants will notify relevant staff if a pupil is placed there during the school day;
6. Staff will have access to a workstation/desk to complete the Reflection Area log (Appendix 3). This **must be fully completed**. Staff will then be able to complete any additional work e.g. marking at their discretion;
7. Alternative work sheets will be available for use if the pupil completes allocated work;
8. In the rare event of a pupil escalating his/her behaviour and refusing to co-operate with the member of staff on call, a member of the senior leadership team must be called. This would normally be the Deputy Headteacher, Assistant Headteacher, the Headteacher;
9. Escalation of behaviour which poses a health and safety risk will likely lead to exclusion which will need the Headteacher's decision. Only the Headteacher can make a decision to exclude;

10. Senior staff with delegated discretion (Appendix A) to place pupils in the Reflection Area must ensure that parents are informed via the Achievement Assistant and recorded on SIMS.



## **6. Expectations of Pupils**

1. Pupils must observe conventions of normal school rules which will be displayed on the wall in the Reflection Area for pupils to re-familiarise themselves;
2. Pupils must complete any work set by class teachers, or on call staff;
3. Pupils must take an active role in restorative/reflective conversation as part of their wider education in social, emotional and behavioural expectations;
4. Pupils should complete a reflective written exercise;
5. Pupils will have break and lunch at a time decided by senior staff;
6. Pupils will be allowed to eat in the room at a designated time and after permission of the senior member of staff;
7. Pupils who choose to continue to behave unacceptably will be referred to a member of the senior leadership as per above.

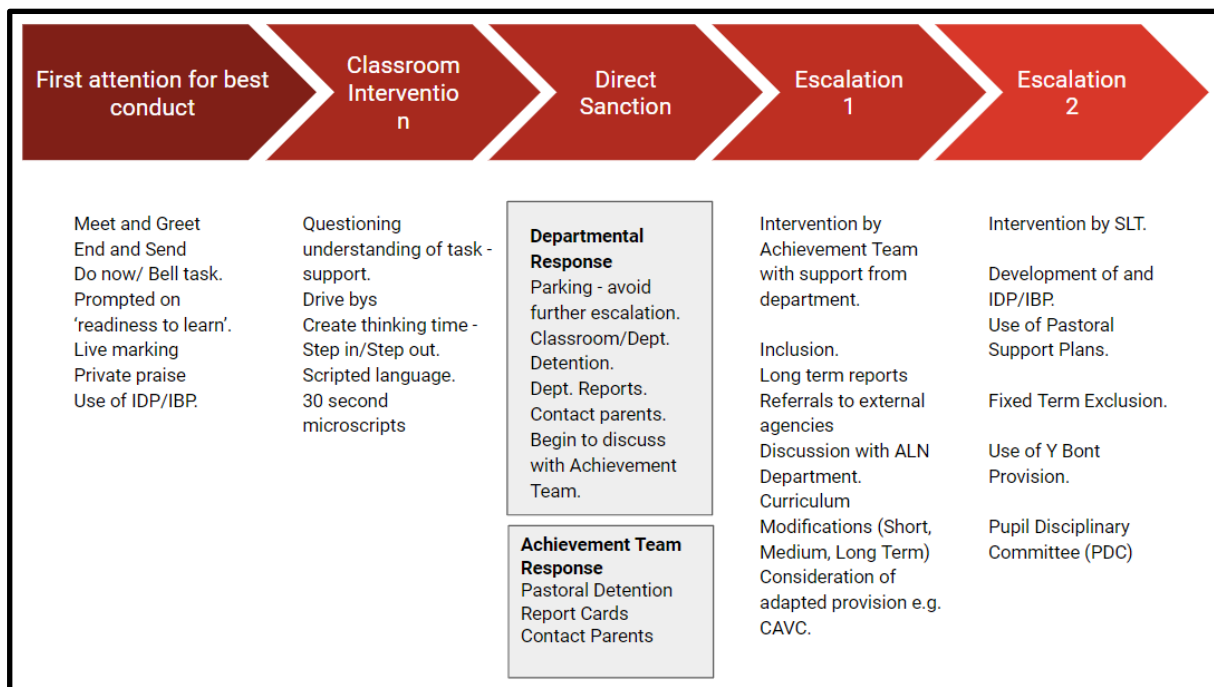
**Sixth Form pupils will not be considered for the Reflection Area**

## Appendices

### Appendix 1 - Behaviour for Learning Blueprint

 <b>Cowbridge School</b> Behaviour for Learning Blueprint 	
<b>Our Values</b> <b>Ready, Respectful, Safe</b>	
<b>Relentless Routines</b> <ol style="list-style-type: none"><li>1. All adults to 'meet and greet' as well as 'end and send' so that there is a visible presence within the corridors during transitions.</li><li>2. All teachers to refer to and reinforce <b>'Ready, respectful and safe'</b> and explicitly link to the behaviours we expect to see.</li><li>3. Notice, encourage and openly recognise positives.</li><li>4. Use of agreed language and scripted interventions.</li></ol>	<b>Visible Adult Behaviours:</b> <ol style="list-style-type: none"><li>1. Be calm, considered and consistent.</li><li>2. Be relentlessly positive and have high expectations for all.</li><li>3. Nurture and build relationships with unconditional positive regard for all.</li><li>4. High expectations at all times.</li></ol>
<b>Graduated Response:</b> <ol style="list-style-type: none"><li>1. <b>First attention for best conduct.</b></li><li>2. <b>Classroom intervention</b> e.g. drive-bys, verbal reminders, microscripts etc.</li><li>3. <b>Direct Sanction</b> - Departmental or Achievement Team Response.</li><li>4. <b>Escalation One</b> e.g. inclusion, report card, modifications to timetable etc.</li><li>5. <b>Escalation Two</b> - SLT intervention, IBP, Fixed Term Exclusion etc.</li></ol>	<b>Microscripts:</b> <ol style="list-style-type: none"><li>1. "We have noticed..."</li><li>2. "You know the rule about..."</li><li>3. "I need you to...."</li><li>4. "Thank you for listening."</li><li>5. "Remember when you.... that's who I need to see today. Thank you for listening."</li></ol>
<b>Praise in Public &amp; Reprimand in Private</b>	
<b>Recognition and Praise in Class:</b> <ol style="list-style-type: none"><li>1. Verbal/written praise and recognition first.</li><li>2. Positive communication home.</li></ol>	
<b>First Attention for Best Conduct:</b> <ul style="list-style-type: none"><li>• Acknowledge good behaviour choices.</li><li>• Use positive and personal praise.</li><li>• Use positive reinforcement to engage.</li><li>• Use non-verbal reminders.</li><li>• Listen to the pupil.</li></ul>	

## Appendix 2 - Graduated Response



## Appendix 3 - Restorative Questions

<p><b><u>1: What happened?</u></b></p> <p>*What has brought us here today? *What has been the issue? *What was happening before? *How were you feeling? *What happened next? *Can you tell us more about .....</p>	<p><b><u>2: Who has been affected?</u></b></p> <p>*How has this affected you? *What do you think about it now? *Was anyone else affected? How were they involved? *How were they affected? *Can you tell us more about ...? *What has been the hardest thing for you?</p>
<p><b><u>3: What are your thoughts and feelings?</u></b></p> <p>*What were you thinking at the time? *What was in your head? *At that point, what were you thinking? *How do you feel now? *What do you think about it now? *How has it left you feeling? *How were you feeling at the time?</p>	<p><b><u>4: What needs to happen now?</u></b></p> <p>*What will help you move on from this? *What else needs to happen? *What would that look like? *When will it be done? *If you can't do that, what can you do? *Are you ok with that? *Anything else to add? *What do you think about that suggestion?</p>

#### Appendix 4 - SIMS Labels

<b>Inclusion - SLT use only</b>
<b>Ready - Attendance concerns/truancy</b>
<b>Ready - Continued lateness</b>
<b>Ready - Missing equipment/books</b>
<b>Ready - Missing homework/coursework</b>
<b>Ready - Mobile phone use</b>
<b>Ready - Poor attitude to learning/effort</b>
<b>Ready - Uniform issue</b>
<b>Respectful - Inappropriate behaviour toward pupil</b>
<b>Respectful - Inappropriate behaviour toward staff</b>
<b>Respectful - Missed detention</b>
<b>Safe - Unsafe behaviour</b>
<b>Safe - Very inappropriate behaviour</b>

## Appendix 5 - Cowbridge Sanction Chart

<b>Cowbridge Sanction Process chart</b> <b>This list is not exhaustive and the final decision of all sanctions is at the Headteacher's/SLT discretion</b>				
Behaviour type (Example)	Sanction	Communication to Parent	Repeat offences sanction	Communication to parent
Attendance, lateness, uniform, unequipped			Possible lunch time reflection	Phone call home
Inappropriate behaviour, continued lateness, continued poor uniform, lack of focus.	Class teacher break or lunch time detention		Departmental break or lunch time detention	Phone call or Parentmail confirming details of the incident and sanction.
Mobile phone use	Class teacher confiscate - phone sent to Achievement Team and collected at the end of the school day			If the phone is confiscated three times - parents collect the phone.
Very inappropriate behaviour, truancy. 2 detentions missed.	After school detention	Email via Parentmail confirming details of the incident and sanction. Phone call home from the Achievement Team to outline the incident.	Further After school reflection and possible reflection time in the reflection area.	Letter via Parentmail confirming details of the incident and sanction.
Refusal to follow instruction	After school detention			
Bullying	See Anti-Bullying Policy			
Abuse of ICT	After school detention			
Intimidating behaviour and inciting others to violence.	Immediate reflection Community Service Fixed term exclusion			
Swearing and verbal use to another student.	After school detention	Letter via Parentmail confirming details of the incident and sanction. Phone call home from the		Possible meeting with parents.
Violent behaviour	Fixed term exclusion		Fixed-term exclusion	



Dangerous behaviour	Immediate reflection Community Service Fixed term exclusion	Achievement Team to outline the incident.		
Excessive accumulations of after school reflections	1 Day inclusion in the reflection area or fixed term exclusion  Personal reflection area (limited time)  Possible Police investigation	Letter via Parentmail confirming details of the incident and sanction.  Phone call home from the SLT to outline the incident.	Fixed-term exclusion  Permanent exclusion	Letter via Parentmail confirming details of the incident and sanction.
Racist or Homophobic language				
Fighting and aggression (including filming)				
Refusal to leave a room when requested				
Theft				
Verbally assaulting/threatening/intimidating a member of staff	Fixed term exclusion or Alternative Pathway  Permanent Exclusion	Phone call home from the SLT to outline the incident.  Member of SLT to meet with parents.		HT/SLT meeting with parents.
Persistent failure to follow school rules				
Alcohol consumption and/or possession				
Actions that bring the school into disrepute.				
Physical assault of a member of staff/ pupil				
Possession of illegal drugs in school				
Carrying a weapon in school				
				Letter via Parentmail confirming details of the incident and sanction.  HT/SLT meeting with parents.  Reintroduction meeting with Governor panel

**\* Serious breaches of Behaviour for Learning Policy - requirement to discuss with Headteacher or Deputy Headteacher the need to complete a Behaviour Escalation Form and/or Team teach form.**

## Appendix 6 - Risk Assessment Checks

The Use of the Reflection Area has been endorsed by the school community and incorporated as part of a continuum of behavioural interventions in the School Behaviour Policy:

1. has been risk assessed in relation to student and staff safety;
2. allows for meaningful educational activity to be provided for students;
3. has adequate ventilation, lighting and heat;
4. has adequate space for students and staff;
5. allows arrangements for the student to have lunch and toilet breaks when time out occurs across those periods;
6. is conducive to de-escalating inappropriate behaviours;
7. is not to be locked, latched or secured in any way that would, in case of an emergency, prevent staff or the student from exiting the room;
8. is supervised at all times;
9. displays rules for behaviour within the room;
10. displays school rules and expectations.

### Communication and Evaluation:

1. Procedures for the use of time out have been communicated to all students, parents and carers and school and educational setting staff;
2. Training has been conducted for all staff in procedures for the use of the dedicated time out room. A record of the use of the dedicated time out room with each individual student and for each occasion is maintained;
3. Procedures for notifying parents or carers of the use of the reflection room with their child have been developed;
4. Procedures for referral or re-referral to the Senior Leadership Team have been developed;
5. Procedures to be followed if a student does not comply with the use of the time out room or if the use of the use of the time out room is not successful in managing the behaviour of the student have been developed;
6. Data on the use of the time-out room is used to assess its effectiveness in supporting an individual student;
7. Data on the use of the time out room is used to assess the effectiveness of the strategy within the context of the regular review of the School's Behaviour Policy;
8. A register of the use of the Reflection Area is maintained and forwarded to the Local Authority each term;
9. Any use of time-out that necessitates the use of physical intervention must be recorded and reported in accordance with the School's policy on Physical Intervention.

### SEARCH, RESTRAINT and CONFISCATION:

<b>RESTRAINT</b>	Staff should refer to the Cowbridge Comprehensive School Physical Intervention and Restraint Policy and also the Welsh Government guidance document 'Safe and Effective Intervention' No 041/2010(October 2010), Section 1.
<b>SEARCH AND CONFISCATION</b>	As above but Section 2 plus Screening and Searching Pupils for Weapons (Section 45, Violent Crime Reduction Act, 2006).

**Both sections are mindful of UNCRC Articles 16 and 19.**

Appendix 7

REFLECTION AREA LOG

**\*Senior staff must authorise any duration longer than 1 hour. Durations of 1 full day and more must be discussed with the Headteacher.**

Date	Pupil name & Form	Time in	Time out	Member of staff on duty in the room	Behaviour that led to the use of the room (brief and recorded in full in SIMS)	*Senior Staff member authorising if more than 1 hour	Pupil's perception of the incident	Notify parent /carers Phone (SIMS)	Follow up including apology and restore (recorded in SIMS)