



If you can dream it...
Ysgol Bae Baglan

Ysgol Bae Baglan Discipline for Learning Policy

MONITORING AND EVALUATION OF POLICY

This policy will be reviewed annually.

Date passed by Governing Body: 3/12/25

Chairman *E.V. Llanan*



Ysgol Bae Baglan aims to create an atmosphere where learning is at the heart of school life, promoting self-discipline and a proper regard and respect for others. We aim to celebrate good behaviour and make pupils aware of the high standards expected of them and their responsibilities to staff and other pupils.

At Ysgol Bae Baglan we want positive trusting relationships in a calm and safe environment where everyone can learn and achieve. We have three simple rules:

- **Ready**- we are ready to learn and ready to help each other learn;
- **Respectful** – we respect ourselves, each other and our school;
- **Safe** – we keep ourselves and each other safe.

We also recognise the importance of positive relationships with parents/carers and these principles are incorporated into our Home School Agreement (see Appendix A).

Good discipline is the shared responsibility of all stakeholders within the school and enables pupils to learn in a well ordered and safe environment. The main focus of the behaviour policy is positive behaviour management. As a result our emphasis should be on rewarding positive behaviour. At the same time tackling disruption will be automated and routine, so as to de-personalise the procedure, speed it up and to provide an evidence base. Staff will be expected to discipline, control and order pupils in and around school. However, we hope the system we have will be clear and contain aspects which empower the staff to deal with behavioural issues more effectively.

All staff must implement the procedures consistently and we must work together to encourage good behaviour in our school. Any identified issues related to bullying will also involve following outlined procedures in the 'Anti-Bullying Policy'.

The Equality Act 2010 protects the rights to education for those pupils with a protected characteristic. The school will make every effort to monitor the support provided to these pupils and to make reasonable adjustments to the application of our policy to ensure the prevention of discrimination and to reduce the risk of exclusion.

This policy must be read in conjunction with the school's Positive Handling Policy. Any physical contact with pupils should be immediately reported to the headteacher and reported in line with LEA guidance.

Rights and Responsibilities

The promotion of positive behaviour is the responsibility of all members of the school community, including parents and carers. All staff have a role to play in promoting the policy throughout the school, including through providing mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour expected from students. Not all members of the school will play the same part in this process, but each section of the community will have a specific role.

The Headteacher, with the assistance of other members of the Leadership Team, is responsible for the form and content of the policy, and for its implementation in ways that maintain a school ethos that encourages positive behaviour. All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently.

School

- Ysgol Bae Baglan expects pupils to conform to the school rules as set out in the school prospectus. The school will encourage, reward and highlight good behaviour and should pupils break the school rules procedures will be followed to ensure learning and teaching are not compromised.
- Ysgol Bae Baglan will work closely with pupils, parents and all relevant educational bodies to help pupils conform to the school environment should behaviour give cause for concern.
- Ysgol Bae Baglan will listen to pupil concerns and deal with them promptly while encouraging good behaviour and respect for others.
- Ysgol Bae Baglan will praise and promote good behaviour through the development of a positive discipline scheme.
- The governing body will continue to work with other members of the school community to review and, if necessary, revise the principles underpinning this policy.

Pupils

- Pupils are expected to conform to the school rules at all times (see Home School Agreement).
- Pupil issues will be listened to and resolved through discussion at an appropriate time.
- Pupils will take personal responsibility and pride in their behaviour in classes and around the school.
- Pupils will conduct themselves up to a standard of behaviour which is regarded as acceptable at Ysgol Bae Baglan.
- Pupils have a role in shaping and promoting the school's behaviour policy. They will contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, sanctions and consequences. This will be achieved through the School Council, form time etc.

Parents

- Parents are responsible for ensuring that their child is aware of the standards expected and acceptable behaviour while in school.
- Parents will ensure pupils are in full school uniform, fully equipped and in a fit condition to learn.
- Parents can expect Ysgol Bae Baglan to keep them fully informed of concerns regarding their child's behaviour.
- They also have a role to play in advising on the continuing development and improvement of the policy.

Communicating Expectations

We want pupils to understand the school's expectations and all staff have a responsibility to ensure that pupils are aware and frequently reminded of them. The school's code of conduct will be introduced to all pupils by the Form Teacher in the first lesson of the new school year. It is crucial that staff do this with conviction and enthusiasm. The message will be reinforced by every member of staff during lessons, registration and through a series of guidance lessons. Every teacher will display posters in their classrooms. Additional posters around the school will also reinforce the message and encourage pupils to adhere to it.

Rewarding Positive Behaviour

It is expected that classroom teachers will incorporate the rules and philosophy of the policy into their classroom teaching. We have high expectation of behaviour from pupils at all times.

Praise

The issuing of praise should be a routine part of every lesson. It reinforces good behaviour and creates better relationships between staff and pupils. The principle should be “catch them at being good” instead of simply correcting poor behaviour. We also need to ensure that the way we give praise is appropriate to the pupils we are teaching. It is imperative that good, appropriate behaviour and effort receive recognition, praise and encouragement from all staff. Examples should be shared with other children, other adults in school and parents. Through encouragement and praise we aim to make children responsible for their own behaviour and achievements.

Potential reward methods include:

- Verbal praise
- Written praise on completed work
- Positive comments to other teachers, SMT
- Meeting with the Headteacher
- Praise postcards
- Reward activities
- Certificates
- Visual displays around the school and on the school website promoting positive behaviour
- Awarding of positive points on Satchel One

Sanctions

Discipline is a collective responsibility of everyone in the school. While this document identifies the roles of certain members of staff and standard procedures, every individual member of staff must make a determined effort to ensure good discipline inside and outside the classroom. Discipline is not the sole prerogative of certain designated members of staff. N.B. Members of staff include teaching, support, secretarial, lunchtime supervisory, site managers, cleaning and catering staff.

Encouragement and praise will prevent most unacceptable behaviour but if this fails, less serious behaviour can be dealt with by non-verbal signs - eye contact, frowning, raised eyebrows, shaking head. It can also be dealt with by 'proximity control', for example, teacher moves nearer to the pupil or the pupil is moved nearer to the teacher. The pupil might also be temporarily isolated from peers. Children must at all times be disciplined in an appropriate way, ie not humiliated in front of their peers. The expectation is that every teacher will have their own strategies for correcting inappropriate behaviour in the classroom.

Verbal reprimands should be given:

- Calmly but assertively
- Delivered succinctly and clearly
- Referring to the behaviour not the pupil
- Delivered with humour if appropriate
- Avoiding sarcasm

- Refer to the consequences of the behaviour and potential sanctions should the pupil fail to respond positively
- Avoid idle threats

Further sanctions include:

- Loss of privileges
- Detention
- Letters to parents
- Incident reports on Satchel One
- Parental involvement
- Pupil moved to sit alone or near the teacher
- Pupil given cool down time away from peers
- Continuous verbal correction
- Names put onto the board with connected escalating punishments
- Verbal explanation or reminder of the school rules and consequences of disobeying these rules
- Confiscation of banned objects
- Praise other pupils for good behaviour
- Praise misbehaving pupil for any good behaviour
- Fixed term exclusion
- Permanent exclusion

The school has developed a staged referral system (see Appendix B). This has been developed in consultation with the school's Behaviour Management Working Party. It outlines the types of behavioural issues that may occur, the range of interventions that could be employed to deal with the inappropriate behaviour and the person(s) who would be expected to deal with it.

Monitoring Behaviour

The Role of the Form Teacher

The form teacher's role is paramount to monitoring the overall behaviour of their pupils during the week. They are the ones who will see the whole picture on a regular basis and be able to detect patterns of behaviour which need intervention.

On a regular basis, every form teacher is expected to log into the Satchel One system and examine the recorded incidents for pupils in their form. Form teachers should look for patterns in:

- Punctuality and Attendance
- Uniform
- Lack of equipment
- Failure to submit homework or coursework
- Low level disruptive behaviour over many subjects, which would result in further monitoring

As a result of their findings, form teachers may:

- Discuss issues with pupils and provide pastoral support
- Telephone parents to discuss problems
- Issue a Detention

- Issue a Green Report Card

Where there is a continued or significant problem, form teachers must complete an Incident Report on Satchel One which will inform the Wellbeing Director and start pupils on a Green Report Card. Form teachers should also look at the detention list to remind pupils to attend detentions.

The Role of the Head of Department

Heads of Department are expected to monitor Satchel One regularly to examine incidents recorded by members of staff. Their role is one of support and monitoring of their team, and to intervene with particular pupils or classes.

They will be looking for patterns in:

- Repeated lack of homework
- Repeated disruptive behaviour
- Incident Reports
- Repeated lack of equipment
- Repeated lateness to class.

As a result of their findings, Heads of Department may:

- Discuss issues with pupils and members of staff and provide appropriate support
- Telephone parents to discuss problems
- Discuss with Form Tutors
- Issue a Detention
- Update Incident Reports on Satchel One

Where there is a continued or significant problem, Heads of Department will inform the appropriate Form Tutor in the first instance. Where there are identified issues in a particular subject area HODs will monitor through Amber and Red Report Cards as appropriate.

The Role of the Wellbeing/Learning Director

The Wellbeing/Learning Directors will monitor Satchel One regularly to examine Incident Reports relating to pupils within their year group. Their time will be spent with pupils who are having significant behavioural difficulties within school and those failing to respond to the system, such as those that have had:

- Numerous incident reports
- Regular detentions
- Serious behaviour incidents
- Failure of Green Report Card- monitored to determine whether there is an academic or pastoral issue.

They will also:

- Discuss issues with pupils and provide pastoral support
- Telephone parents to discuss problems
- Arrange parental meetings
- Liaise with outside agencies and the ALNCO

- Implement and review Pastoral Support Programme
- Issue an after-school Detention
- Issue an SLT Detention
- Update Incident Reports on Satchel One
- Be responsible for the Amber and Red Report Cards.

The Role of the Senior Leadership Team

Within the Senior Team, Mr Stewart Davies (Deputy Headteacher – Wellbeing) will take management responsibility for the behaviour system. This will include:

- Monitoring of staff use of Satchel One
- Creating and Monitoring the Pastoral Detention Rota
- Liaison with Heads of School regarding individual pupils, groups, or incidents

The SLT will also:

- Discuss issues with pupils and provide pastoral support
- Telephone parents to discuss problems
- Arrange parental meetings
- Staff a weekly SLT Detention
- Exclude Pupils
- Provide support and training for teaching staff
- Update Incident Reports on Satchel One
- Manage pupils who have reached the end of a Red Report Card.

The Role of Other Staff

All Support Assistants are expected to contribute to the smooth running of our school and the discipline of our pupils. All Support Assistants will have access to the Satchel One system and can record Incident Reports.

Detention Procedures

There are three detentions:

1. Breaktime/Lunchtime Detention
2. After-School Detention
3. SLT Detention (Thursday for 40 minutes)

(Please refer to the staged referral process in Appendix B)

Detention Procedures

- All detentions must be recorded in the Satchel One system when issued.
- Parents will be informed and must be given 24 hours' notice.
- Pupils placed in detention will be reminded by their Form/Class Teacher to attend.

- If a pupil fails to attend a detention, the detention will be moved to an alternative date agreed with the classroom teacher and a message alert sent home to parents. The detention will be extended.
- If pupils fail to attend the second detention they will be placed in HOD/WBD Detention and a message alert sent home to parents.
- If a pupil fails to attend a HOD/WBD Detention they will be placed in SLT Detention.

Breaktime/Lunchtime Detention

- The staff member who places a pupil into detention must supervise the pupils for the duration of the detention.
- Staff may wish to take their own work to complete during the detention.
- All staff are expected to attend for the whole duration of the detention.

After School Detention

- After School Detentions can be issued by Form Teachers, Class Teachers or Wellbeing/Learning Directors.
- Detention last 30 minutes and is supervised by Heads of Department, Wellbeing/Learning Directors
- Parents need to receive 24 hours' notice

SLT Detention

- Referrals to SLT Detention must be made via the appropriate Wellbeing Director
- The detention is supervised by SLT on a rota basis on a Thursday.
- The detention will last for 40 minutes.

Appendix A



Ysgol Bae Baglan Home School Agreement

The School will make every effort to:	As parent/carer, I/we will make every effort to:	As a student, I will make every effort to:
<ul style="list-style-type: none"> • Provide a safe and stimulating environment for your child • Provide a broad and balanced curriculum, which is well taught and relevant to their needs • Contact parents if there is a problem with attendance, punctuality, uniform or equipment • Let parents know about any issues that might affect their child's work or behaviour • Keep parents informed about their child's progress and welfare • Send home an annual report on your child's progress • Set and mark regular homework • Arrange parents' evenings during which progress can be discussed • Keep parents informed about school activities • Work in co-operation with parents/carers to resolve issues and problems that may arise 	<ul style="list-style-type: none"> • Work with the school in supporting the health, wellbeing and education of my child • See that my child goes to school regularly, on time and properly equipped • Contact the school about any issues that might affect my child's attendance, work or behaviour • Support the school's policies and guidelines for behaviour • Ensure that my child abides by the school uniform policy • Regularly check all communication issued via Satchel One • Support my child in their homework/coursework • Attend parents' evenings and discussions about my child's progress • Treat school staff with courtesy and respect • Support my child and the school in responsible use of mobile phones or digital device in line with school policy 	<p>Ready</p> <ul style="list-style-type: none"> • Attend school regularly • Arrive on time • Attend all lessons punctually • Always wear school uniform • Remember books and necessary equipment • Use Satchel One to be aware of timetable, homework & messages <p>Respectful</p> <ul style="list-style-type: none"> • Always be polite and show respect to others • Be friendly, co-operative and thoughtful • Always try to do my best • Always complete and hand in homework on time <p>Safe</p> <ul style="list-style-type: none"> • Keep the school tidy and free from litter and graffiti • Use my mobile phone or digital device responsibly and in line with school policy • Behave responsibly

Stage 1 - Class Teacher or Reg Teacher

1. Verbal Warning
2. Second Warning – Recorded on Satchel One
3. Detention – class teacher 10 mins. Recorded on Satchel One.

Stage 2 – Reg Teacher

4. Removed from class – follow up with steps 3 or 5
5. Referral to Head of Department – email referral to line manager. Record on Satchel One.
6. Longer Detention 20 mins Record on Satchel One
7. Green Report Card issued by Form Tutor – recorded on Satchel One
8. Report Card Review

Stage 3 – Wellbeing Director

9. Wellbeing Director Detention 30 mins after school. Recorded on Satchel One
10. Parent Meeting + Behaviour Plan, recorded in Pastoral Diary.

Stage 4 – Head of School

11. YBBOncall for immediate removal and follow up. Incident report recorded on Satchel One by teacher
12. SLT detention 40 minutes after school. Recorded on Satchel One
13. Use of Reflection Room
14. SLT multi agency action plan. (Parent Meeting + Behaviour Plan + On Report)

Stage 5 – SLT and Governors

15. Exclusion
16. Pupil Discipline Committee

STAGE/DESCRIPTION/TYPES OF BEHAVIOUR	INTERVENTION STEPS	WHO/PERSON
<p>Stage 1 Issues with attendance/punctuality, uniform, lack of equipment, non-completion of homework, low level disruptive behaviour</p> <p>Standard behaviour statement examples for Satchel One:-</p> <p>Late to lesson / school Lack of homework Poor behaviour in lesson Poor attitude towards staff Lack of appropriate equipment Disruptive behaviour in class Appropriate uniform needed Mobile phone out in class Not following instructions</p>	<p>1 Verbal warning by class / form teacher, name on board, teacher models positive behaviour, teacher explains rules. Proximity control. Seating plan enforced.</p> <p>2 Second warning and recorded on Satchel One as a negative point with standard statement. Teacher models positive behaviour, teacher explains rules. Proximity control. Seating plan enforced.</p> <p>3 10 mins detention with teacher. Recorded on Satchel One as detention.</p>	<p>Class Teacher Form Teacher</p> <p>Weekly monitoring of Satchel One by form teachers and positive/negative points recorded on Satchel One by middle and upper school teachers.</p> <p>Satchel One reports to Wellbeing Directors</p>

STAGE/DESCRIPTION/TYPES OF BEHAVIOUR	INTERVENTION STEPS	WHO/PERSON
<p>Stage 2 Repeated issues e.g. attendance/punctuality, homework, equipment, disruption to lessons. Failure to attend Stage 1 detentions. Truancy of lesson.</p>	<p>4. Temporary Peer Removal– pupil removed from class to any other member of the department / team. This is only used when pupil needs to be removed from the lesson. Staff may progress to step 5 without removal. If stage 4 used, Removal should be followed up by class teacher with step 3 or 5. Pupils should not be outside classrooms unsupervised in corridors.</p> <p>5 Referral to staff Line Manager - Referral recorded by teacher on Satchel One. Email Manager for stage 2 with detail. cc WBD. Escalation to stage 2 is for persistent class/form issues over series of lessons, failure to attend teacher detention, poor behaviour in peer removal lesson.</p> <p>6. Detention with Line Manager for 20 mins (e.g. HOD / WBD). Line Manager records on Satchel One as detention. Failure to attend this HOD detention - email WBD for stage 3 detention with detail</p> <p>Progress to step 7 for persistent, multiple issues at this level.</p> <p>7 Form Tutor issues individual green report card. Form Tutor to inform parents about report card Report card uploaded on Satchel One at the end of two week period.</p> <p>8. Form Tutor reviews report card. Parents informed of decision of review (met targets or report escalated) .</p> <p>After failure on Green Report Card escalate to Stage 3 step 9 and email WBD.</p>	<p>Head of Department Wellbeing/Learning Director Pastoral Assistants EWO</p>

STAGE/DESCRIPTION/TYPES OF BEHAVIOUR	INTERVENTION STEPS	WHO/PERSON
<p>Stage 3 Bullying incidents, smoking</p> <p>Failure to attend Stage 2 detention</p> <p>Truancy over more than one class.</p> <p>Repeated issues</p>	<p>9 Detention with WBD 30 mins after school. WBD calls home, recorded on Satchel One by WBD as detention and incident report. Recorded on Satchel One.</p> <p>10 Parent meeting with WBD who calls home to arrange, Action plan recorded on pastoral diary. (e.g. Amber Report Card, multi-agency, PSP).</p> <p>Discussion at morning wellbeing team meetings.</p> <p>After failure on Amber Report Card escalate to Stage 4 step 12 & 13</p>	<p>Head of Department Wellbeing/Learning Director EWO Multi agency e.g. Police, School Nurse, counsellor.</p> <p>WBD records incidents on Satchel One and Interventions / resolutions / plans on Pastoral diary.</p>
<p>Stage 4 Failure to attend after school detention, verbal abuse, aggressive behaviour, on-going serious disruption, bullying, racist/sexualised behaviour.</p>	<p>11 YBBOncall referral for immediate removal of pupil from class where peer removal is not appropriate – OR, serious concerns OR ongoing disruption. Discussion between staff to establish follow up punishments and at what level these are. Usually step 12, 6 or 3. Discussion at morning wellbeing team meetings. Incident report recorded on Satchel One by teacher.</p> <p>12 Detention with HOS / SLT 40 mins after school. HOS / SLT calls home. Action plan recorded on Pastoral Diary and discussed during detention. Discussion at morning wellbeing team meetings. Any pupil on whole school report should progress to detentions at this level.</p> <p>13 WBDs and Heads of School will also consider placing a pupil in the school's Reflection Room which is staffed Lesson 1-3. Pupils are provided appropriate work and parents informed.</p> <p>14 Parent meeting with HOS / SLT. HOS / SLT calls home to arrange, Action plan recorded on pastoral diary. (e.g. use of BAE, multi-agency, PSP). Discussion at morning wellbeing team meetings. Referral to in-school panel.</p>	<p>Head of School SLT Teacher records incident on Satchel One</p>

<p>Stage 5 Illicit substances, violent behaviour towards other pupils or staff, dangerous behaviour</p>	<p>15 Fixed term exclusions. Parent meeting with SLT, Governors. SLT calls home to arrange, Action plan recorded on pastoral diary.</p> <p>16 Pupil Discipline Committee discuss future.</p>	<p>Head of School SLT Governing Body</p>
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