

***REWARD & BEHAVIOUR PROCEDURE:  
DISCIPLINE FOR LEARNING***

Updated October 2020.

## **INTRODUCTION**

Cefn Saeson is...

***'A learning community where success is expected and celebrated'***  
***'Cymuned lle disgwylir a dathlir llwyddiant'***

Cefn Saeson is a successful, nurturing and caring 11-16 Comprehensive School. Its ethos is based upon the provision of high quality stimulating learning experiences which help create young people become both active and valued members of the community

Cefn Saeson sets out to provide a structured caring learning environment with considerable emphasis on the development of;

**Respect**

**Responsibility**

**Pride**

'Discipline for Learning', our rewards and behavior procedure, is a three-fold system;

- 1. Rewarding good behaviour via our school wide 'Rewards System'.***
- 2. Classroom based sanctions, which allow low level behaviours to be dealt with in a professional and consistent manner.***
- 3. The behavioural pathway which is initiated for high level behaviours, which allow pupils to access services which aid their progression through school.***

## 1. Rewarding Good Behaviour

Cefn Saeson places a huge emphasis on good quality teaching and learning. We also invest a great deal of time and effort on monitoring pupils' academic performance. We are a culture that celebrates success and rewards both academic achievement and excellent behaviour.

The rewards system in Cefn Saeson is made up of two tiers. The Graduation system and the in class rewards system.

### Pupil Graduation

A Graduation Ceremony is held annually, to celebrate pupil achievements. Pupils are expected to complete graduation work on time and to a standard of the pupils' individual EAG (Estimated Average Grade). Graduation will also now take into account attendance and behaviour. Parents are invited and certificates and awards are presented to the pupils.



A Platinum, Gold, Silver and Bronze award is available for all achieving students;

Platinum attendance must be 100% and pupils must complete all coursework to a standard that equals the EAG in that subject.

Gold Attendance must be 95% and pupils must complete all coursework to a standard that equals the EAG in that subject.

Silver Attendance must be 93% and pupils must complete all coursework to a standard that equals the EAG in that subject.

Bronze Attendance must be 90% and pupils must complete all coursework, with one exception, to a standard that equals the EAG in that subject.

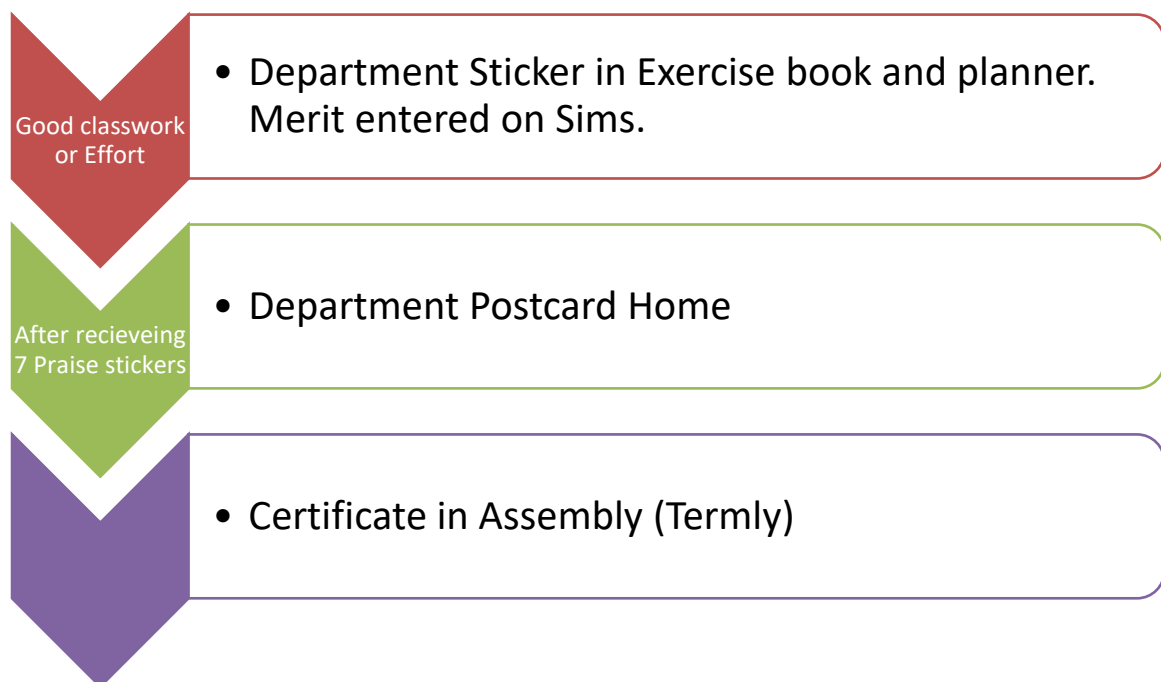
In addition to Graduation certificates, the top 3 achievers in each year group and the top pupil in each teaching set receive an additional award and voucher.

### In class reward system.

The in class reward system is used to encourage pupils to try their best at all times within lessons.

Pupils can achieve reward stickers from individual subject teachers that will be recorded in pupil planners.

Rewards will be available for both academic achievement and behavioural excellence. A record of the number of rewards achieved is recorded in Sims pupils tracking.



There are three available Award levels.

**Bronze award** – when the pupil has received 7 reward stickers from an individual subject, the classroom teacher will send a postcard home for your achievements.

**Silver award** – when 30 reward stickers across all subjects have been received, a certificate of achievement is awarded in assembly.

**Gold award** – when 50 reward stickers across all subjects have been received, a certificate of achievement is awarded in assembly.

**2. Classroom based sanctions, which allow low level behaviours to be dealt with in a professional and consistent manner. (Figure 2)**



### **The role of the classroom teacher.**

Classroom teachers will each have their own classroom management strategies and the DFL procedure enhances these to ensure consistency through the school.

Classroom teacher's behavioural strategies is a tiered response:

Stage 1: Classroom teacher's behavioral strategies may include, speaking to pupils outside of classrooms or detentions during break. Catching up on work missed.

Stage 2: Pupils asked to complete lines on formatted paper or higher level personal strategies, such as moving pupils in the classroom or lunchtime personal detention.

It is the classroom teacher's responsibility to ensure that consequences are handed in and to record on SIMS.

Should the level of a pupil's disruption to the lesson continue after implementation of the classroom DFL procedures or if the pupil persists in not completing DFL forms or detentions, the pupil would then pass to the Head of Department.

### **The role of the Head of Department.**

Once declassing has occurred the Head of Department will decide on the appropriate departmental sanctions. These may include breaktime or lunchtime detentions and/ or phone call home to parents by the head of department.

Heads of department to put pupils into DFL detention after all departmental sanctions have been completed.

### **The role of the form tutor.**

Form tutors will check on SIMS for any DFL notifications from the previous day and have an informal discussion with the pupils concerned.

Should a pattern of misbehavior be identified the form tutor may contact the parents or guardians to inform them via the use of the planner, email or telephone

Form teachers to inform the Head of Year. Heads of year may put pupils into DFL detention if they feel behaviors warrant it.

### **The role of the Head of year.**

Heads of year will monitor Behaviour via the Sims programme and will liaise with form teachers, Heads of Department and classroom teachers.

Heads of year may call a parental meeting at any point to discuss pupil behaviour and may use the Interview record form and the 'What's Working' forms seen in the appendix (form 1&2).

Should a higher level behavioral issue arise or should a pupil display chronic behavioral issues it is the responsibility of the Head of Year to initiate ***the Behavioral protocol – Graduated Response***

### **Step 1: Green Report Card - Initial Behaviour card**

The initial Behaviour card (appendix form 3) will be reviewed weekly by the HOY or KS Manager. A decision will be made to return the pupil to normal supervision via SIMS, continue on a green card or move the pupil to the next step of the graduated response

It is the pupil's responsibility to have the card signed and to have it with them.

A time out card may be issued should the pupil need one, the pupil will be allowed to leave the classroom for a 10 minute respite in Caredig.

### **Step 2: Yellow Report Card - Individual Behaviour plan – Referral to Caredig**

In order to move onto the next step in the protocol a round robin 'Pupils Wellbeing and Behaviour Report' is required from staff to assist in the completion of a Pre Boxhall checklist.

The ALN coordinator will be required to produce a one-page profile for the pupil prior to initiation of the next stage Behaviour card.

A parental PCP meeting will be held to discuss the pupil's progress and to sign to accept the proposed targets and strategies (appendix form 6)

A Yellow Individual behavior plan card is issued (appendix form 4). This may be a physical card or an online Sims version of the card. Comments on sims if targets are not achieved or information to be recorded.

A referral will be made to Caredig and the pupil will be added to the School Action SEN register (Appendix from 2)

Pupil progress will be reviewed to decide whether the pupil can go back onto the initial behaviour card or will continue to the next level of the behavior protocol.

### **Step 3: Amber Report Card – Referral to Cynnedd – Progression to School Action +**

A parental meeting or phone call will take place to discuss moving forward on the protocol. This meeting will include the ALN Coordinator.

In order to move onto the next step in the protocol a full Boxhall profile must be completed. The Boxhall profile is an online programme which determines the appropriate targets and strategies for individual pupils. The Boxhall profile will be completed by the relevant Head of Year or/and the ALNCo if the pupil receives additional support.

The pastoral support plan (Appendix form 6). A referral must take place to the Cynnedd worker Appendix form 5). The ALN coordinator will change the status of the pupil to School action Plus.

The one page profile will be updated to include relevant information and a new set of targets and strategies will be agreed upon with Caredig.

These Targets will be presented on an Amber card to ensure that the pupil and staff members understand the progression in the protocol. Pupil progress will be reviewed to inform the next step of action

Again, this card may be a physical card or may be held electronically on Sims. Comments on sims if targets are not achieved or information to be recorded.

#### **Step 4: Red Report Card – Progression to School Action plus.**

A parental PCP meeting will take place to discuss moving forward with the protocol, the ALNco must be present at this meeting.

The Red report card will include new targets and strategies determined from the new Boxhall and Pastoral Support Plan (Appendix form 6). Pupil progress will be reviewed to inform our next step of action.

A behaviour panel will be convened to decide on the way forward for the pupil. This panel will include the Head, deputy head and Head of Key stage.

At the same time referral may be made to the Wellbeing team, CAHMS and other agencies whose intervention may be required.

#### **Strategies also employed for pupils on Red Report: Reduced timetable and Managed Move offer, attendance at the Pupil Inclusion Center**

After all the above behavioral avenues have been considered, a pupil may be placed onto a reduced timetable for a short period of time. This will be discussed in the Head Teacher's review meeting parental meeting and at the same time parents will be offered the option of a managed move. Outcomes of these meetings will form part of the Head teachers report to the governing body. It must be made clear to parents that should the managed move fail or there is not an improvement in behavior this could result in permanent exclusion, placed before the disciplinary committee of the school governing body.



### **Inclusion policy at Cefn Saeson**

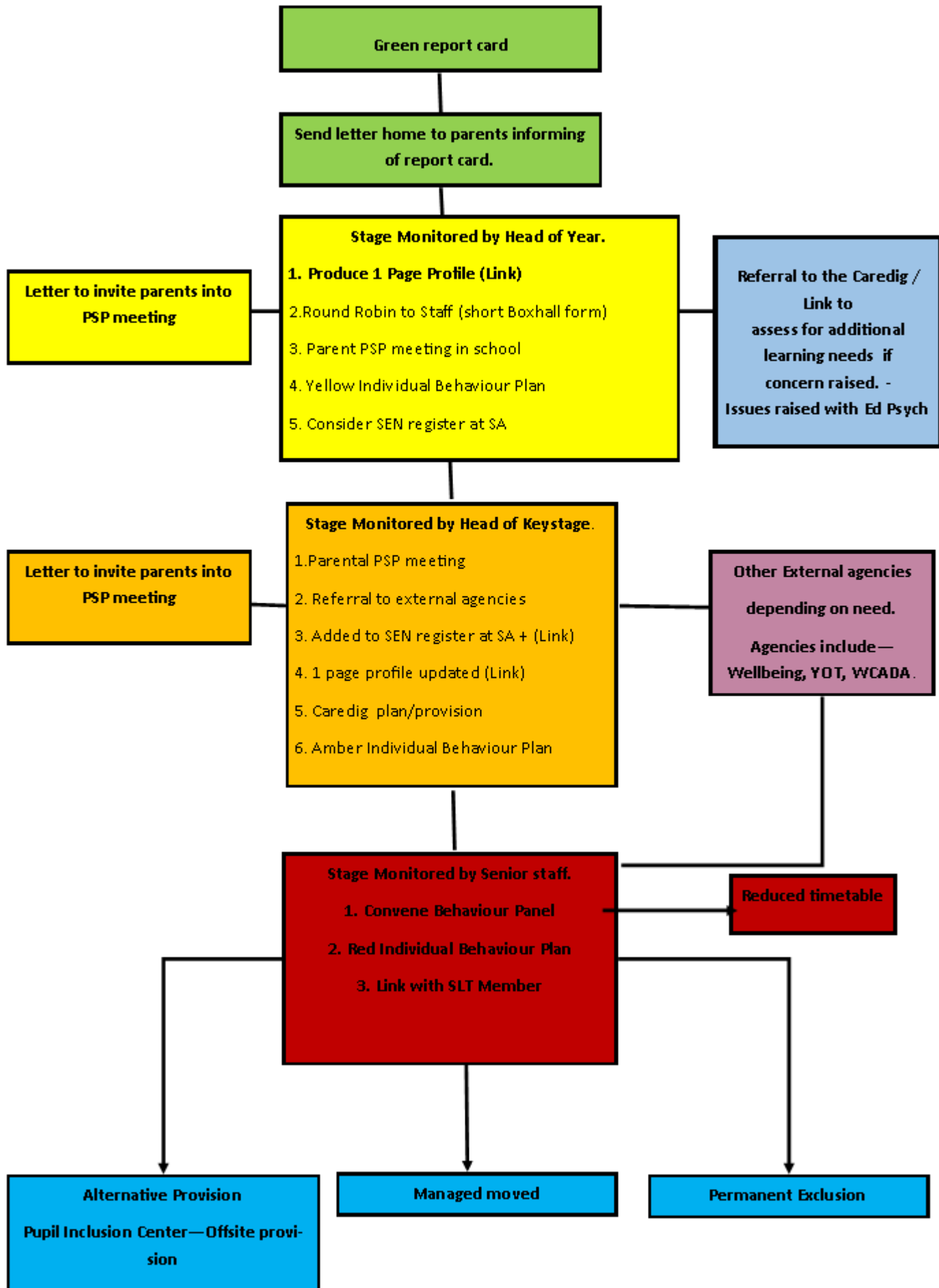
Exclusion of pupils from Cefn Saeson is unproductive and not fit for purpose as it tends to lead to pupils being not safeguarded and out of education, plus there is a lack of parental supervision at times due to work commitments.

In order to combat this Cefn Saeson has introduced a Pupil Inclusion Centre approach. This is an offsite facility where pupils who would normally have had an Exclusion for behaviours that are unacceptable will now attend and complete programs of work associated with the reason for the inclusion. Parents will be informed of an inclusion period by phone and this will be recorded in Sims as an Inclusion rather than an Exclusion.

This facility is also available for extended or full time educational provision for pupils who are unable to cope with mainstream education for behavioural or emotional reasons. In this circumstance, there must be a meeting with both parents and the leader of the pupil inclusion centre to decide on the best form of timetable and the Application for attendance at the centre must be signed by all parties.

## Behaviour Protocols — A Graduated Response

When the normal DFL procedures have not been successful, the following process is commenced



## **Appendices**

Appendix 1- Covid 19 rules and sanctions.

- Form 1            What's working what's not working form
- Form 2            Caredig referral form
- Form 3            Initial behaviour report card
- Form 4            Individual Behaviour Plan – Report card Yellow and Amber
- Form 5.           Cynnedd Referral Form
- Form 6.           Pastoral support plan
- Form 7.           Pupil Inclusion booking form – Fixed term
- Form 8 -          Pupil inclusion application for full time or part time access.

## **Appendix 1 – Covid Rules and Sanctions.**

Due to the pandemic, Cefn Saeson has to introduce rules and consequences to combat infringements of the Covid systems put in place by Welsh Government.



### **Covid Regulations**

1. Pupils will be placed into year group bubbles to minimise contact between year groups during the school day.
2. Pupils have different Break and Lunch schedules and are housed in different zones in the Canteen and outside provisions.
3. Pupils will wear masks whilst travelling in the school, only removing them when at the tables eating their food and when on the designated outside area for that year group. Masks must also be worn on Bus transport to and from school.

### **Consequences for breaking the Covid regulations.**

1. Verbal warning from Head of Year
2. Detention – parental phone call to explain danger and reasoning behind Covid consequence stages.
3. Day of Inclusion in the Pupil Inclusion Centre – offsite provision.
4. Attending school after 2.45pm for a period decided upon by the Head of School
5. After repeated infractions home learning for a period of 3-5 days, in order to re-enter the school population a meeting with parents will be required to enable a phased return to school to ensure that safety is ensured.

Form 1: What's working what's not working form for interview

 What's working?	 What's not working?
the person	
Family	
staff	
What needs to happen next to build on what's working and change what's not working?	



Form 3 – Cynnedd referral form (For a digital version an Excel referral form is available)



Cynnydd Participant No.	
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# CYNNYDD

## REFERRAL FORM

Participant Details									
Surname	<input type="text"/>								
Forenames	<input type="text"/>								
DOB	<table border="1"><tr><td>D</td><td>D</td><td>M</td><td>M</td><td>Y</td><td>Y</td><td>Y</td><td>Y</td></tr></table>	D	D	M	M	Y	Y	Y	Y
D	D	M	M	Y	Y	Y	Y		
Address 1	<input type="text"/>								
Address 2	<input type="text"/>								
Town	<input type="text"/>								
County	<input type="text"/>								
Post Code	<input type="text"/>								
UPN	<input type="text"/>								
ULN	<input type="text"/>								
Parent/Guardian	<input type="text"/>								

Referrer Details
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Referrer Name		
Job Title		
Signature	Date	
School/College		
Address		
Telephone (work)		
Telephone (mob)		
Email		

**Reasons for Referral:**

Please detail below evidence provided to support this referral

**Primary Evidence (Please provide evidence for at least one primary reason) e.g. VAP printout.**

Low Attendance	%	
Poor Attainment		
Poor Behaviour		

**Secondary Reasons for Referral (Please provide evidence for secondary reasons if primary reasons were not applicable) e.g. minutes of relevant meeting.**

Education		Community Safety	
Likely to leave without a qualification		Substance misuse	
SEN/ALN		Young Offender	
School Refuser		Family issues	
Transition support		<b>Other – (Please Specify)</b>	
<b>Health &amp; Wellbeing</b>			



Anxiety issues	
Bereavement	
Bullying	
Confidence / Self Esteem	
Emotional issues	
Family issues	
Medical issues	
Finance issues	

Education Category plus support plans currently in place (Please tick criteria which apply)		
<b>SEN Category</b>	Child in Need Plan (CIN)	
School Action	Team Around Family (TAF)	
School Action Plus	Youth Justice Order	
Statemented	<b>Health &amp; Wellbeing</b>	
<b>Education</b>	Mental Health Service Plan	
Personal Support Plan (PSP)	Emotional Health & Wellbeing Plan	
Statement of Educational Needs (SEN)	Substance Misuse Plan	
<b>Local Authority</b>	<b>Community Safety</b>	
Looked After Child (LAC) Plan	Probation Order	
Pathway Plan (Care leavers)	Other (Please Specify)	

Current situation including any family and wider social issues. (Please use this box to provide information on your concerns.)

Please specify what support you would like as a result of this referral.

**Educational Assessments**

Standardised Literacy score  
 Standardised Numeracy score  
 Basic skills literacy score and level  
 Basic skills numeracy score and level


Key stage 3 attainment level:  
 A

	Predicted	Achieved
Maths		
English		
Science		

Core Subject Indicator Achieved/Predicted

Yes

No

Key stage 4 attainment level:

Subject	Predicted	Achieved	Subject	Predicted	Achieved
English			Maths		
Science					

Educational Assessments (continued)

Key Stage 5 attainment level:

Subject	Predicted	Achieved	Subject	Predicted	Achieved

Academic year attendance to date:

Pre ademic year attendance:

Number of Exclusions (over 12 months)

Number of Excluded days (over 12 months)

Number of Disciplinary Behaviour Warnings (over 12 months)

Preferred learning style (VARK) if known

Free School Meals? Yes  No  EMA? Yes  No

Is the Participant aware of the referral? Yes  No

VAP Score:

Any other relevant information e.g. minutes from panel meeting.

**Please provide a letter on official headed paper from the School or College confirming the referred participant's age, and that they are enrolled at the school or college. (Refer to ESF Guidance on assessing participant eligibility).**

**FOR OFFICE USE ONLY**

Please tick relevant box

Participant Accepted

Participant Rejected

Cynnydd Officer

Signed

Date

**Risk Assessment**

Name:	<b>Risk Scale</b>
	4 = Very High (Serious & Imminent Risk)
Date:	3 = High (Substantial Current Risk)
	2 = Moderate (Possible Current Risk)
Assessor:	1 = Low (No Current Indication of Risk)
	0 = Nil (No Apparent Risk)

Identified Risk	Level of Risk (Self)	Level of Risk (Others)	Comments or Action Required
Physical Disability			
Learning Disability			
Challenging Behaviour			
Violent Behaviour			
Substance Misuse			
Self-Harm			
Suicide			

Absconding			
Smoking			
Using Equipment			
Sensory Impaired (specify)			
Mental Health			
Medication (Side Effects)			
Other Medical Conditions (eg Asthma Epilepsy)			
Other Please Specify			

## Form 4: Initial Behaviour Card

Cefn Saeson School  
Green Initial Report Card

Pupils Name: \_\_\_\_\_ Year Group: \_\_\_\_\_ Class: \_\_\_\_\_  
\_\_\_\_\_

Report form issued by: \_\_\_\_\_ Date: \_\_\_\_\_

Report Reason: \_\_\_\_\_

The report card must be completed and signed each lesson by the subject teacher.  
At the start of each day this report card **MUST** be presented to the Head of Year in Caredig.

### Behaviour Targets

1. No defiant behaviour shown to any member of staff.
2. To be Punctual to all lessons.
3. To not interrupt or otherwise disrupt lessons.
4. To have the correct equipment for lessons
5. To put mobile phones in bags and not use it during lessons.
6. To complete work required.

### Consequences for non-compliance.

Two Crosses in any one day = Break Time Detention.  
Three Crosses in any one day = Lunch time detention.  
More than three crosses = After school detention with HOY.  
Crosses on three consecutive days Parental Phone call/Meeting.  
Should the pupil not comply with the Initial report card further actions will be taken.

### Signed

Pupil \_\_\_\_\_

Head of Year \_\_\_\_\_

Form B: Individual Behaviour Plan. (Yellow, Amber and Pink)

**Form 5: Individual Behaviour Plan**

**Cefn Saeson School**  
**Individual Behaviour Plan - Yellow Level**

Pupils Name:

Form:

The report timetable is to be completed and signed each lesson by the subject teacher on pages 2 and 3.

At the start of each day this report card **MUST** be presented to \_\_\_\_\_ in room 15.

**Behaviour Targets**

**Strategies.**

**Signed**


Pupil \_\_\_\_\_

Head Teacher \_\_\_\_\_

Head of Year \_\_\_\_\_



Form 6: - Pastoral support plan (There may be targeted plans using the Coloured system0

	<h2 style="color: blue;">Cefn Saeson Pastoral Support Plan</h2>	
	<h2 style="color: red;">Pastoral Support Plan</h2>	
Name of pupil:		Year/Form:
PSP Chair:		Date:
<b>PEOPLE PRESENT (signatures)</b>		
Pupil	Parent/Carer	YT/LSC
Senco	LEA Rep	Others
<b>TARGETS</b>		
<b>TARGET 1</b>	<b>TARGET 2</b>	<b>TARGET 3</b>
<b>CURRENT ISSUES</b>		
<b>STRATEGIES</b>		
<b>REVISED TARGETS</b>		
<b>TARGET 1</b>	<b>TARGET 2</b>	<b>TARGET 3</b>
<b>REVISED REWARDS AND SANCTIONS</b>		
Home		
School		
Action	Continue PSP	Update PSP    Close PSP
Review Date	If placement not set up Review after half term	

Form 7 Pupil Inclusion Center referral form – Fixed term

**Pupil Name and address**

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

**Reason for Inclusion**

\_\_\_\_\_  
\_\_\_\_\_

**Number of  
Days and date  
of attendance**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Work required**

**Risk Assessment – What are the risks to the staff and pupil**

**Form 8 – Application for full time or part time Pupil Inclusion Centre place.**

**Pupil Name:**

**Preferred Name:**

**Date of Referral:**

**Start Date:**

**Address**

**Contact Numbers:**

<b>House</b>	
<b>Parent/Guardian Mobile (s):</b>	
<b>Alternative (s):</b>	

**Email:**

**DoB**

**Age:**

**Alternative Curriculum Plan: Provision/courses e.g. BKSB, Agored:**


**Days and Hours of attendance:**

<b>Week(s)/ Terms</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>

**Pupil Name:**

I give permission for my Son/Daughter to be taken out of mainstream education and attend the external provision in Cefn Saeson. I understand that my Son/Daughters place at the provision is dependent on continued good attendance, behavior and academic progression.

**Pupil Signature:**                      Date: \_\_\_\_\_

**Parent/Guardian Signature:**      Date:

**Professional signatures.**

Head of School	
Head of Provision	
Head Teacher	