

ADDENDUM



Ysgol Clywedog

Behaviour Management & Support Policy (inc. bullying)

Date Policy formally approved by Governing Body/Committee:	
Date Policy becomes effective:	Autumn 2018
Review Date(s):	Autumn 2021
Signed (Headteacher/School)	
Signed (Chair of Governing Body/Chair of Committee)	
Issue No:	2

ADDENDI

Member of staff responsible: Assistant Headteacher

The aim of Ysgol Clywedog is to:

ADDEINI

- educate the whole person by providing the spiritual, moral, cultural, social, intellectual, emotional and physical development of each student in a structured, caring, safe and supportive environment which is based on an ethos of respect.

In addition we strive:

- to give all individuals opportunities to experience success, achievement and responsibility and to develop a sense of personal worth, self-confidence and self-discipline;
- to provide a well-ordered, pleasant, stimulating environment, where learning is both enjoyable and recognised as our key task and where there is equal provision for all;
- to provide a relevant and balanced curriculum which meets the needs of all and which is enriched with a range of experiences and opportunities both within and outside the classroom;
- to bring the school and the wider community together in genuine partnership to promote life-long learning and good citizenship;
- to achieve excellent standards of behaviour in all areas of the school at all times, as well as to and from school.

In order to achieve this, everyone in the school community must know and understand their own and each other's roles, responsibilities and expectations.

Students' behaviour within the school is linked to their feelings of security and wellbeing, their pride in the school and their desire to achieve.

Effective behaviour management therefore requires:

A Positive Learning Environment

- which provides a stimulating, challenging and relevant curriculum;
- with a secure and purposeful classroom environment;
- where all students are aware that care and support are available when needed, although achievement is ultimately the responsibility of the individual.

A Partnership

- of all staff – teaching and support staff, parents and students working together;
- based on the expectations of students, staff, parents and governors;
- where communication is direct and open.

A Common Approach

- where all partners accept the responsibility for managing behaviour in a fair and consistent way;
- where the common goal is to raise student achievement in and out of the classroom.

A Responsive Structure

- which is flexible and treats everyone with respect;
- in which individuals needs remain important.

Expectations

- which are understood and applied by everyone;
- underpinned by respect.

At Ysgol Clywedog the management of behaviour is closely entwined with our ethos.

The cornerstone of our ethos is **Standards, Respect, Achievement & Care**.

The behaviour of all of our school community is judged against the degree of adherence to our ethos.

The focus of our Behaviour Management Policy is on rewards as well as sanctions.

SCHOOL EXPECTATIONS - RRR

Ready to Learn – All students will arrive to school with the appropriate appearance, equipment and attitude that makes them ready to learn.

Respectful – Our school values the dignity of each member of its community. Students should show respect to each other, to staff and to their surroundings.

Responsible – Students' conduct and behaviour in school should be calm and harmonious, a positive climate for learning.

Rewards

Praise

Everyone values and deserves praise whenever it is due. Every opportunity to offer praise should be made. Praise can be verbal and will undoubtedly be the most commonly used form of praise. The student planner can and should be used to acknowledge improvement in work standard or attitudes, particularly good pieces of work as well as incidents of community action.

Commendation Letters & Postcards to Parents

These can be sent by departments, form tutors or Heads of Year, for improvements in work standard or attitude to work, good pieces of work, examples of community action and sporting achievements.

APPENDIX

Attendance and Achievement Postcards

Postcards are awarded to all students in the green wave for achievement and attendance each half term.

The whole school has a target attendance figure. All students achieving the target attendance will be eligible to go on an end of school trip. The only exceptions are those students who have had a long absence due to a relatively serious medical problem.

Achievement Points

These are awarded for good work, effort or community actions.

Displayed Work

There is an expectation that all students will have some work displayed during the school year.

Prefect Status

Staff will identify students they wish to see as prefects after the summer half term. All prefects will be given a tie acknowledging their status.

Year 11 Prom

This will be arranged for Year 11 students who have maintained the required code of conduct. The prom will follow the conclusion to the public examinations.

Awards Evening

Each year the school will hold a presentation evening when awards will be presented to students from each year group in each subject area for effort, progress and achievement.

In addition, awards will be made which recognise achievements outside the classroom. These awards can be given to individuals, groups or teams.

Sanctions

Aim

The aim of any sanction is to improve behaviour and/or attitudes.

All sanctions should be:

- constructive as well as punitive;
- appropriate to the behaviour;
- familiar to, and understood by all;
- applied fairly, consistently and promptly;
- available to all staff.

Many infringements can be dealt with simply by a meaningful look or appropriate comment. Where a more serious reprimand is necessary, this can and should be recorded in the student's planner for both parents and form tutor to see.

APPENDIX

Loss of time

Students can be kept in at break-time for part of lunchtime without the need for prior notification to parents.

Sent out of classroom

- this should not be a common occurrence;
- it should only be used when confrontation is inevitable or for a few minutes to allow a student to calm down, or reflect on their attitude to learning;
- there should never be more than one student sent out of the classroom at any one time;
- there may need to call the subject leader or deputy subject leader. In more serious cases the 'on-call' system should be used;
- whenever a student has been sent out information must be entered on the Behaviour Log.

Detentions

The purpose for issuing any detention should be clear. Excessive use of a detention system can be counterproductive in terms of changing behaviour.

Heads of Year will monitor the number of detentions issued to individuals and may need to consider alternative strategies e.g. Homework Club for regular homework defaulters.

Any concerns which may have led to loss of time or a detention should be referred to the tutor/head of year as appropriate.

Parents must be informed of all detentions and given at least 24 hours notice of any detention exceeding 10 minutes. Standard letters are available. (Be aware buses leave the site at 3:08pm)

During any detention the opportunity should be taken to address the reason for the detention.

Constructive work should be set for completion during detention.

Monitoring of Pupils

Making use of the SIMS Behaviour programme feeding into achievement waves, pupils are monitored at three levels:

1. Form Tutor;
2. Progress Manager;
3. Senior Team.

The placing of pupils on report is obviously due to concern. However, it is presented to the pupil as an opportunity to demonstrate improvement.

Even at Stage 0 - Form tutor, the placing of a pupil on report is to be discussed with the relevant Progress Manager.

ADDENDI

Parents are informed and involved in the monitoring.

Internal Exclusion of Pupils

If and when a pupil is involved in a serious incident of bad behaviour, e.g incidents listed in the WAG exclusion code, consideration must be given to the use of internal isolation, which will take place in the fit for purpose internal exclusion room.

Students must always be allowed to explain their actions and parents are to be informed.

We will endeavour, at all times, to keep students in school.

Fixed Term Exclusion of Pupils – Appendix H

Exclusions are a last resort and should be avoided. Should the behaviour of a pupil be considered to warrant an exclusion, a discussion with a senior member of staff must take place prior to the exclusion.

Permanent Exclusions – Appendix H

Permanent exclusion is an extremely serious step and is an acknowledgement by the school that it can no longer cope with a student. Therefore, any decision to exclude a student permanently will only be in response to:

- very serious breaches of the school's discipline policy;
- as the final step in the process for dealings with disciplinary offences when all other strategies have been tried and failed;
- in exceptional cases where the exclusion is in response to a one-off very serious incident and where allowing the student to remain in school would be seriously detrimental to the educational welfare of the students or other students in the school;
- severe and persistent cases of bullying, racial harassment or sexual harassment.

Alternatives to Permanent Exclusions

The School will seek for alternatives to permanent exclusion whenever possible. Such alternatives could include:

- managed moves;
- referral to the Disciplinary Committee;

- individually designed packages;
- the use of longer period exclusions.

The maximum for a fixed period of exclusion is 45 days in a year.

APPENDICES

- Appendix A** Bullying
- Appendix B** Behaviour Management (Values & Principles)
- Appendix C** Student Support Systems
- Appendix D** The Role of the Personal Tutor
- Appendix E** Classroom Expectations
- Appendix F** Behaviour management
- Appendix G** Praise and Recognition
- Appendix H** Sanctions
- Appendix I** Expectations and standards of Ysgol Clywedog students
- Appendix J** Liaison with parents and other agencies
- Appendix K** Managing student transition and in-year transfers
- Appendix L** Student and Parent Behaviour Policy guidance document

Appendix A - Bullying

Policy Formulation

This section of the policy has been written so as to comply with the guidance and to comply with the Human Rights Act 1998, The Race Relations Act 2000, The Disability Discrimination Act, The Special Educational Needs and Disability Act 2001 and The Welsh Language Act 1993 and the Equalities Act 2010.

This policy has been developed with reference to the following Welsh Government documents:

Respecting Others: Anti Bullying Guidance (2003)
Respecting Others: Anti Bullying Guidance Series (2011)
Personal and Social Education Framework (2008)
School Crime Beat Policy (2012)
All Wales Child Protection Procedures (2008)

This policy should not be seen in isolation as it has clear links with the following school policies:

Behaviour
Safeguarding and Child Protection
Personal and Social Education
Mental Health and Wellbeing
Internet Safety

Rationale

Everyone at Ysgol Clywedog has the right to feel welcome, secure and happy.

Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort impacts on this and restricts equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the students must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied students and help build an anti-bullying ethos in the school.

This document outlines how we make this possible at Ysgol Clywedog.

Principles

All students have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, degrade or abuse them.

There is **no justification whatsoever** for bullying behaviour and it should not be tolerated in any form. Respect for diversity regarding race, religion, gender, sexual orientation, and ability is fostered in Ysgol Clywedog and difference is absolutely repudiated as a reason for bullying.

Bullying behaviour is a problem for both the bully and the targeted individual and should be addressed in positive and constructive ways, which provide opportunities for growth and development for the bully and targeted individual alike.

Effective management of bullying is a shared responsibility and strategies should involve school staff, parents/carers and other professionals involved with students who are the targeted individuals or perpetrators.

Scope

This policy applies only to incidents of bullying which take place on school premises. The school is not legally responsible for bullying which takes place elsewhere.

However, as a school we have an enduring interest in the welfare and conduct of our students and will take into account any information we receive about bullying outside school and comply with our duty to provide continuing care thus:

- if it emerges that a student is responsible for bullying others outside school then the bully's parents/carers will be informed.
- if a student is found to be the targeted individual of bullying outside school (through direct or electronic means) then help and support will be offered and advice given on how to avoid further incidents in future. The targeted individual's parents/carers will be informed.
- if there are concerns about bullying issues outside school then the school would advise parents/carers to contact the local police and seek their help and advice in dealing with the situation.
- if concerns arise in relation to school transport then the issue will be raised with the transport companies and their help sought in dealing with the problem.
- if information is received that a student is being bullied by a sibling outside school this will initially be discussed with the parents/carers. If concerns persist then the matter may be referred under the Conwy Child Protection Protocol in line with current All Wales Child Protection Procedures.
- if students are being bullied by others from another school the Head of that school will be informed and invited to deal with the matter.

Definition of bullying

There are many definitions of bullying but we consider it to be **deliberate hurtful behaviour, targeting an individual or group that is often repeated over a period of time**. However, we also recognise that **a one off incident which leaves a victim traumatised** could be categorised as bullying.

As a school community we work hard to ensure that all students know the difference between bullying and simply "falling out".

Bullying can take many forms but we recognise 4 main types:

- **Physical** – including: physical assault, taking or damaging belongings, sexual harassment and aggression;
- **Verbal** – including: name calling, insulting, making offensive remarks and threatening;
- **Indirect** – including: spreading nasty rumours or stories about someone and exclusion from social groups;
- **Cyberbullying** – including: using mobile phones and the internet (including social networking sites, e mail, video and instant messaging) to deliberately upset or threaten someone.

Ysgol Clywedog takes all forms of bullying seriously and is particularly concerned to take action in relation to any incidents which relate to sex* race**gender, disability, educational ability, sexual orientation, health issues.

In such cases these issues will be specifically addressed with the bully (and parents/carers where appropriate) in the course of post incident management.

Our school regards physical, verbal, indirect and cyber bullying equally seriously.

ADDENDI

** Incidents of bullying which amount to sexual harassment and aggression will where necessary be recorded in line with and invoke the Child Protection Protocol and Procedures.*

*** Incidents of bullying with racist content or motivation will be recorded in line with the "Guidelines and Procedures for Dealing with Racist Incidents".*

Aims and Objectives

The aims of this policy are:

- To fulfil the school's statutory responsibility to respect the rights of students and to safeguard and promote their welfare.
- To clarify our approach regarding responding to reports of bullying incidents with due regard for our legal obligations, and to demonstrate our commitment by ensuring that every reported incident is investigated and dealt with consistently.
- To promote a school ethos in which each student is safe and able to realise their full potential.
- To promote a common understanding of what bullying is.
- To outline the strategies we will use to promote an anti bullying ethos and a respect for diversity.
- To protect the wellbeing of the whole school community and give appropriate messages to staff, students and parents/carers.
- To affirm our commitment to addressing the problem of bullying and to bringing it under control through the implementation of whole school policy and procedures.
- To reassure parents/carers and students that school takes its students' welfare seriously.

Ysgol Clywedog will attempt to meet the aims of this policy through the following objectives:

- We will ensure that parents, staff and students know about our policy and understand the nature of bullying and its effects on individuals and communities.
- We will raise awareness amongst staff, parents/carers and students about the issue of bullying and the school's attitude towards it and to create an environment in which bullying is seen as inappropriate and unacceptable.
- We will promote a culture of respecting ourselves and others through whole school programmes such as All Wales Core Police Liaison Programme and Anti Bullying Week campaigns and through pastoral programmes and ICT lessons.
- We will maintain the focus on respecting ourselves and others through assemblies, encouraging the Sennedd to be proactive and anti bullying campaigns.
- We will demonstrate that bullying behaviour is unacceptable through imposing sanctions and we will take action to safeguard targeted individuals and groups.
- We will record all incidents of bullying and monitor for re-occurring themes and the effectiveness of strategies for preventing bullying.
- We will challenge students who exhibit bullying behaviour in a firm and non aggressive way and provide them with support to change their problematic behaviour.
- We will make students, parents/carers and staff aware of what steps to take when an incident of bullying has occurred.
- We will consider the linguistic requirements of students and parents/carers where Welsh/English is not their first language.

Whole School Preventative Measures

Behaviour Management & Support Policy (including bullying)

September 2018

All staff involved in the education and supervision of students will be made aware of the issue of bullying and the need to apply the school's policy consistently when episodes of bullying are witnessed or reported. Staff will constantly reinforce the message to students that bullying is unacceptable and will take positive action to prevent and control it.

In addition the issue of bullying will be raised with students at a number of levels including:

- At whole school level – school handbook, home school planners and through assemblies when students will be informed of the school's anti-bullying policy.
- At classroom level – during tutor periods, cross-curricular activities, and pastoral lessons.
- At individual level – students who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance. Students who have bullied others will be given advice and support and taught strategies to enable them to modify their unacceptable behaviour and to prevent further incidents.

Ysgol Clywedog recognises that there are particular times when students may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements are in place to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.

It is recognised that there are locations about the school where incidents or bullying are more likely to occur. Arrangements have been made to ensure that these are supervised or students will be forbidden access to these areas.

We recognise our duty to deal with incidents of cyberbullying, which are often likely to take place out of school but which can impact very strongly on the school life of those learners involved. Headteachers have the power 'to such extent as is reasonable' to regulate the conduct of learners when they are off-site or not under control or charge of a member of staff.

Students will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.

Parents/carers who believe their children are the targeted individuals of bullying should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.

Similarly if parents/carers believe their child is bullying others, this information should be shared with school so that the problem can be addressed and a plan agreed to prevent further incidents and the bullying student helped to modify their behaviour.

All of these preventative strategies operate within a school ethos founded on equality, fairness and respect for others in which individual differences are celebrated and seen as a source of enrichment. In order to help students learn and develop appropriate responses to others, all staff at all times will treat each other and students, parents/carers with courtesy and respect and will model appropriate and acceptable behaviour.

Parental Involvement

Ysgol Clywedog is firmly committed to working in partnership with parents/carers and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs.

As a school we recognise the important influence that parents/carers have on their children and would wish, using the home/school agreement, to enlist their support when their child is involved in bullying – either as

targeted individual, an accessory to cyberbullying (eg passing on messages and/or images, although not initiating them) or a perpetrator.

If a student is involved in a single serious incident of bullying or there is evidence that the same student is involved repeatedly in less serious incidents (either as a targeted individual, an accessory or a perpetrator) the school will inform parents/carers and invite them to become involved in the management of the problem and the prevention of further incidents. Isolated and less serious incidents will be managed by school staff and parents/carers informed.

In the event where parents/carers are unhappy with the way the school has investigated an alleged incident of bullying, then they have the right to complain to the Headteacher in the first instance. If parents/carers still consider the issue to be unresolved then they have the right to inform the Governing Body through the Chair of Governors who will decide whether to launch an investigation. A report will be made directly to the parents/carers concerned.

Implementation

Ysgol Clywedog is committed to creating a bully-free environment and will ensure that this policy is applied rigorously. All staff involved in the teaching and supervision of student will take responsibility for addressing incidents which fall with the school's definition of bullying and ensure that the targeted individual receives what support is required; a referral will be made immediately to the relevant Director of Studies or Assistant/Deputy Head dependent upon the seriousness of the incident. The bully will be informed of the unacceptability of his/her behaviour and a record made of the incident.

All students need to be aware that staff want to be informed of any incidents or concerns and that action will be taken when bullying is reported.

Incident Management

Actions taken will include:

- Speaking to the individual students involved in any reported incident of bullying
- Speaking to the parents/carers of both the alleged bully(ies) and target(s)
- Referring serious incidents to the relevant Assistant/Deputy Headteacher
- Inviting the parents/carers of the students involved into school to discuss the incident
- Notifying the Head promptly
- Implementing appropriate action swiftly
- Taking action to limit the damage caused by incidents of cyber bullying (eg removing offensive material)

Support for the Targeted Individual

When information is received, either directly or indirectly, that a student may have been the target of a bullying incident, this report will be taken seriously and investigated.

The school will offer a proactive, sympathetic and supportive response to students who are the targeted individuals of bullying. The exact nature of the response will be determined by the particular student's individual needs and may include:

- immediate action to stop the incident and secure the student's safety
- positive reinforcement that reporting the incident was the correct thing to do
- reassurance that the targeted individual is not responsible for the behaviour of the bully
- strategies to prevent further incidents

- sympathy and empathy
- counselling
- befriending
- assertiveness training/raising self esteem
- extra supervision/monitoring
- creation of a support group
- peer mediation/peer mentoring
- informing/involving parents/carers
- adult mediation between the perpetrator and the targeted individual (provided this does not increase the targeted individual's vulnerability)
- arrangements to review progress

Support for the Bully

Ysgol Clywedog takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable bullies to modify their behaviour. As a School we believe the positive use of sanctions can be useful in demonstrating to bullies that their behaviour is unacceptable and in promoting change.

Ysgol Clywedog will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern the more serious the response. When sanctions are felt to be necessary they will be applied consistently and fairly. The following options will be considered:

- immediate action to stop an incident of bullying in progress
- engagement with the bully to reinforce the message that their behaviour is a breach of the school discipline policy and behaviour management plan and is unacceptable
- loss of lunch/break time privileges
- detention
- removal from class/group
- withholding participation in sports or out of school activity (if not essential part of curriculum)
- parents/carers informed
- counselling/instruction in alternative ways of behaving
- adult mediation between the perpetrator and the targeted individual (if agreeable)
- fixed periods of exclusion
- permanent exclusion (in extreme cases which may involve violence)
- rewards/positive reinforcement for students in order to promote change and bring unacceptable behaviour under control
- involvement of appropriate outside agencies eg police in instances where the law has been broken.

Monitoring and Evaluation

Each incident of bullying falling within the school definition will be recorded. Any incidents with a racist, sexist, disability or homophobic element will be identified and addressed in line with the procedures detailed in the section Definition of Bullying.

An Assistant Headteacher, has been assigned the specific role as the co-ordinator of the Anti-Bullying policy and will be responsible for the monitoring, review, evaluation and reporting processes inherent within this policy.

Senior staff and Governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns. These will be shared with staff, students and parents/carers.

Conclusion

An anti-bullying policy alone will not stop bullying. Bullying is an aspect of life that we strongly believe can only be reduced through an understanding of why it happens. Our policy is directed at improving this understanding, thereby reducing the need for a bully to bully and as such is an integral part of the school's ethos and philosophy.

ADDENDI

APPENDIX B

BEHAVIOUR MANAGEMENT (VALUES AND PRINCIPLES)

ADDENDUM

At Ysgol Clywedog we believe that, in order for effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The school seeks to create a positive learning environment by:

Promoting good behaviour and discipline.

Promoting self-esteem, self-discipline, a proper regard for authority and positive relationships based upon mutual respect.

Encouraging consistency of response to both positive and negative behaviour.

We have three expectations of all our students. They will arrive each

day/lesson:

Ready to Learn – All students will arrive to school with the appropriate appearance, equipment and attitude that makes them ready to learn.

Respectful – Our school values the dignity of each member of its community. Students should show respect to each other, to staff and to their surroundings.

Responsible – Students' conduct and behaviour in school should be calm and harmonious, a positive climate for learning.

As at any school, the vast majority of our students are polite and well behaved most of the time. They are keen to learn and participate fully in all aspects of school life. For students to achieve at the highest level of which they are capable, good attitudes, parental support and the establishment of the right conditions for learning are all essential. Acceptable standards of behaviour and respect depend upon the example of us all: we all have a positive contribution to make. Good order has to be worked for, it does not simply happen. Everyone at the school is here for a purpose and every person should be respected and treated as an individual. Relationships are vital – between everyone and at every level. We should all make an effort to:-

Greet and be greeted.

Speak and be spoken to.

Smile and relate.

Communicate.

Make a difference.

Treat students fairly.

Problems are normal whenever people interact, especially when young people are learning and testing the boundaries of acceptable and agreed behaviour. Success can be judged not by an absence of problems but by the way we deal with them. We should always endeavour to distinguish between the problem and the person. Young people will always make mistakes and when they do, there needs to be a response, not a reaction.

Students learn best in a well ordered and disciplined environment where it is regularly communicated to them what they should do as well as what they should not do. Our classroom rules communicate clearly to students how they should behave, both inside and outside the classroom. Discipline is the common concern and responsibility of all staff at all times and a firm

and consistent response from staff towards incidents of poor behaviour will help to continually reinforce our expectations to students.

ADDENDI

STUDENT SUPPORT SYSTEMS

The pastoral system of support is to enable our students to attain as much as possible.

The main role of your Personal Tutor is to provide you with support. You can talk to them and ask for their help. There are also many other people available to support you in the Canolfan Fugeiliol.

Who else is here to support you?

- Head of Year
- Assistant Head of Year
- Student Support
- Pastoral Hub
- Careers Service
- School Based Counsellors
- School Police Liaison Officer
- Attendance Officer
- Youth Worker

The role of the Form Tutor is key as they will be our students' main point of contact and there is specific guidance in the next section. The pastoral system makes use of a Head of Year and an Assistant Head of Year whose focus will be solely pastoral. Students may access this support via student support, along with other services such as first aid.

Ysgol Clywedog has a dedicated team of staff to support students. The services of a School Liaison Police Officer are also available to offer support, advice and guidance to all of the school community.

There are further levels of support from the School Nurse and external agencies as required.

The student support systems also include the work of the pastoral team in who operate from the Pastoral Hub, and members of the ALN Faculty who support our students in lessons and around the school.

The role of the Year 7 Zone is to have a positive impact upon the transition of our Year 7 students in terms of their behaviour, attendance and well-being.

THE ROLE OF THE PERSONAL TUTOR

ADDENDI

Tutors should:

Familiarise themselves with the personal and social background of their students and establish a supportive and pro-active relationship with them which is sensitive to the possibility of problems and concerns.

Promote the values and ethos of the school and encourage an understanding of its routines and procedures.

Develop the Form's sense of identity and their ability to act as a support for each other through joint participation in activities which bond them as a team and encourage an understanding of citizenship.

Liaise with their Year Leader attending regular meetings as calendared, making an active contribution to the year team's effectiveness.

On a day-to-day basis this means:-

Being in the Tutor Room or assembly hall early and greeting students on arrival.

Ensuring students are seated on chairs, without coats and are attentive during form period so that notices and letters can be communicated effectively; monitoring their exit in a quiet, orderly fashion.

Following the weekly timetable for the year group.

Giving a very high profile to attendance and punctuality and ensuring that students improve on an individual basis, monitoring the form's weekly progress against targets.

Acting as a 'springboard' for the day, re-enforcing expectations of effort, achievement and behaviour and motivating and inspiring students to go out and do their best.

Ensuring that students are 'Ready to learn' when they leave registration in the morning, and reporting any issues immediately to the HOY/AHOY, including uniform, equipment, hair, jewellery, letters to leave school etc.

Checking and signing all planners in the Form during the course of a week, insisting on a high standard of presentation.

Deliver a Thought for the Day every day, nominating students to do this on a weekly basis.

Carrying out Progress and Target Setting interviews with students regularly, liaising with HOY.

APPENDIX E

CLASSROOM EXPECTATIONS

The expectations of the classroom need to be few in number and referenced regularly by the classroom teacher. Students should be questioned about the rules and asked to offer reasons why we have such rules. The rules will only remain effective if all the teachers use them on a regular basis.

All members of staff should follow the same procedures:

Always start and end a lesson on time.

Always take a class register and note late-comers.

Ensure for every lesson that learning objectives are shared and resources are readily available.

Positively remind and re-enforce class rules.

Ensure that chewing gum and any other food/drink (except water) is put in the bin immediately.

Ensure that phones are not used during a lesson, unless they are a part of the lesson and the responsible use poster is displayed.

Never leave a classroom except in an emergency.

Keep students on task throughout the lesson and only allow a student to leave the classroom in an emergency, or with a pass.

APPENDIX F

BEHAVIOUR MANAGEMENT - STAFF APPENDIX

Do all you can to:-

- Preserve your dignity to preserve your relationship with the student.
- Role model behaviour.
- Remain calm – ‘Cabin Crew’
- Clear instructions/clarity.
- Confident.
- Consistent.
- Compassionate.
- Professional relationships – separate the behaviour from the child.
- Be aware outcomes can depend on the behaviours of the adults.

Do all you can to avoid:-

Humiliating - it breeds resentment.
Shouting - it diminishes you.
Over-reacting - the problems will grow.
Blanket punishment - and never punish what you cannot prove.
Sarcasm - it damages the student – and you.
Abusing your authority ... misuse of power is bullying.

Out of the Classroom

All informal and formal contacts contribute towards standards of behaviour. We can all encourage good behaviour by taking the initiative at every opportunity. We should expect to:-

Enjoy relating to each other.
Greet all members of the school community.
Start the dialogue.
Deal with misbehaviour: to ignore is to condone.
Set high standards of speech, manner and dress in the Classroom

Teachers should create a positive, supportive and secure environment by, for example:-

Adhering to the school Behaviour Policy.
Using the achievement and behaviour system effectively.
Arriving before the class and beginning on time.

Being prepared for the lesson.

Extending and motivating all students

Marking and giving feedback to all work promptly and constructively.

Setting and assessing homework regularly to schedule, following LPs.

The classroom environment should be maintained to the highest standards by, for example:-

- ~~Teaching~~ in tidiness, to encourage tidiness.
- Cleaning or reporting graffiti immediately.
- Removing/repairing or reporting all damage.
- Insisting upon a clean classroom.
- Leaving desks in place and boards clean after lessons.
- Keeping displays fresh and attractive.
- Keeping shelves, cupboards and desk tidy.

Students should, as a general rule, never be disciplined by telling them to remain outside rooms; the problem needs a solution not complicating.

Corridor Behaviour

The behaviour on the corridor and the late arrival of students can have a detrimental effect upon your lesson and other lessons going on within the school. The following is to be used as a basic guidance for the behaviour on the corridor, ensure as much as possible that you reinforce the procedure below.

Students will observe the following routines and rules:-

1. Walk quietly and quickly on the left and follow the directions.
2. Behave sensibly.
3. Be in the right place at the right time.

Staff:

1. Start and end lessons on time.
2. Stand at the door, one foot in the corridor for every lesson change.
3. Remind students on leaving about promptness and movement rules.
4. Monitor equipment.
5. Remind students of expectations.

APPENDIX G

APPENDIX G

PRAISE AND RECOGNITION

The aim of the rewards system is to recognise a range of student achievements and to motivate students to continue to raise standards of attainment, effort and behaviour.

Classroom level – Teachers are highly skilled at identifying opportunities to praise students and recognise their successes.

Faculty Team – Students will be identified fortnightly by their teachers to receive recognition postcards for outstanding attainment and endeavour in their subjects.

Year Team – Students will be identified fortnightly by their Personal Tutor to receive a praise phonecall home from their Year Leader.

Senior Leadership Team – Students will be invited to meet with the Headteacher and team to recognise their achievements.

Progress will be celebrated at **Awards Evenings**.

It is very important that the positive aspects of praise and rewards should have great emphasis. This is the only way to promote good behaviour. Often it is simply praise that will have the greatest effect on a child's behaviour.

To achieve the most positive effects we need all staff to use the reward system on a regular basis. Staff should try to ensure students of all abilities are being included in the rewards system. It is also important that the 'invisible' children are recognised by the system.

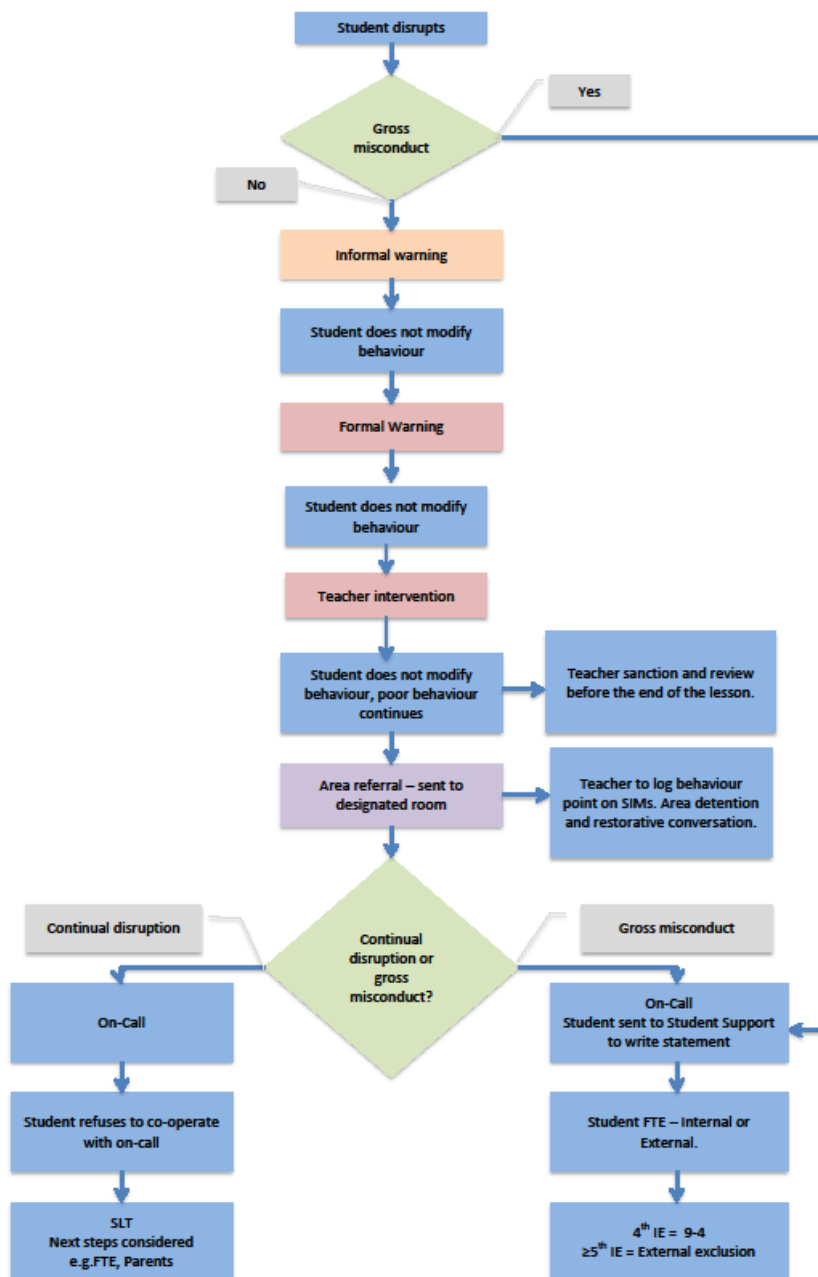
APPENDIX H

SANCTIONS

APPENDIX

The issuing of a sanction to a student and how it is done can make the difference to it being an effective sanction. It is far better to use lower order sanctions first and still give yourself another option if the behaviour continues.

The flowchart below shows the process that should be followed for persistent non-compliance in a lesson. Appendix A



ADDENDI

The sanctions below will be applied fairly and consistently and in take into account the severity of the offence. Students who are persistent in being non-compliant and disruptive will be subject to a higher order sanction.

ADDENDI

When issuing a sanction all school staff should make note of the following advice:-

If a student seems to be “playing to the audience”, deal with them away from the audience. Convey to the student that you have high expectations of them and are disappointed when they let themselves down.

Make it clear to a student that once an incident has been dealt with then as far as you are concerned it is finished. You expect normal relations to be re-established. Every lesson should be a chance to make a fresh start.

The closer the sanction is in time to the misdemeanour the more effective it is likely to be. Avoid at all costs sanctions aimed at a student rather than at the behaviour. Sarcasm, embarrassment, fear etc., will worsen matters rather than help them. Ask yourself how you would feel if you were in the same situation.

Remember it is usually not personal.

Should a child be involved in an act of gross misconduct then they will be subject to an immediate sanction commensurate with the offence.

INTERNAL EXCLUSION (IE)

The Quiet Room supports the school’s pastoral system by providing a placement for students who have continued to disrupt the learning of others. Placement in the unit is for a fixed period of time. The duration of the placement will be reviewed by a member of the Senior Leadership Team.

While in IE a student’s behaviour will be monitored and should they continue to disrupt a further sanction will be applied. The student who reaches this point may well have usually disrupted not only a lesson but also the sanction area, the action will reflect this.

DETENTIONS

Detentions should only be imposed after a range of other strategies have been tried.

If all staff ensure that this is the case then detentions should have more impact upon student behaviour/response within the school.

In a detention at any level it is crucial that all staff concerned set the correct tone if detentions are to have the impact and the desired effect on our students.

Both students and staff should take detentions seriously. When conducting a detention please follow these basic rules: - (i) Students are to remove coats. (ii) Students are to sit in silence

and spread around the detention room. (iii) Students do the work set. (iv) Students serve the full allocated time.

APPENDIX

EXCLUSIONS

Exclusion from school is our most serious sanction, and the decision to exclude a child from school will only be taken after an in depth consideration of the facts. The legalities of school exclusions can be found at:

<http://gov.wales/topics/educationandskills/publications/guidance/exclusionguidance/?lang=en>

When considering an exclusion the school will take into account the nature of offence and the duration of the exclusion will reflect this.

When a student is excluded from school, the school will make all reasonable attempts to contact you on the day of the offence, outlining the issues and the reasons for the school's response.

Before a child returns to school following a fixed term exclusion a parent will be expected to attend a reintegration interview.

The reasons for exclusions are varied however they will fall into one of two categories:

Non-compliance: this may be a series of cumulative offence as indicated below.

Gross misconduct: this will likely be a single serious incident.

Students may be excluded from school for persistent misbehaviour or for serious incidents in which they have been involved. An exclusion may last for a fixed period of time, e.g. one day, two days, or it could be permanent. Exclusion is a very extreme sanction.

The kind of incidents for which a fixed term exclusion might be appropriate are:-

constantly disturbing the learning of other students in class.

swearing at an adult.

fighting or threatening other people

being rude.

bullying.

bringing inappropriate items or illegal substances into school such as catapults, laser pens, air pistols, knives, blades, guns, alcohol, illegal drugs or items, imitation guns, cigarettes, laser lights, aerosol sprays, matches, cigarette lighters, electronic cigarettes, shisha pens.

supplying or selling illegal substances, and

other actions which disrupt the smooth running of the school, or put at risk the safety of other people.

PERMANENT EXCLUSION

Permanent exclusions are very rare and the decision to exclude a child 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 that have been tried without success. It may, however, be appropriate to permanently exclude a child for a serious first or “one-off” offence. The Headteacher

decides to exclude a student taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

ADDENDUM

STUDENTS WITH ALN

Students with a Statement or with particular educational needs are expected to follow the school's Behaviour Policy and comply with all sanctions. Where behaviour is incurring a risk of exclusion, all appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the student is being supported. Fixed term and permanent exclusion, however, is still a possibility if serious misbehaviour occurs. See the ALN Policy.

BEHAVIOUR STAGES - HOY BEHAVIOURAL PATHWAY

Stage	Progression	Actions
Stage 0		Classroom management – informal warning, formal warning, department referrals, form tutor reports. Other behavioural incidents - interventions AHOY / HOY / Student support.
Stage 1	Prior to Stage 1, must have: Evidence of continued poor behaviour, Evidence of contact/attempts to contact parents, both formally and informally. Some evidence of school-based interventions	Meeting with HOY and parents. Behaviour Agreement Stage 1 with agreed targets and interventions. HoY Report. Targets should be measurable and achievable. Parental notification letter for Stage 1
THERE MUST BE TANGIBLE EVIDENCE THAT A STUDENT HAS BREACHED THEIR TARGETS AND THAT WE HAVE DELIVERED ON ALL INTERVENTIONS BEFORE A STUDENT MOVES UP TO THE NEXT STAGE. RESTORATIVE APPROACHES AND PROBLEM-SOLVING SOLUTIONS SHOULD BE EMPHASISED IN POST-INCIDENT INTERVIEWS TO ENABLE A FOCUS ON REFLECTION AND RESOLUTION		
Stage 2	Prior to Stage 2, must have: Evidence of continued poor behaviour, Evidence of formal and informal contact with parents/ evidence of lack of parental engagement, Evidence of school-based interventions. ALN Assessment	Meeting with HOY and parents. Behaviour Agreement Stage 2 with agreed targets and interventions. BIP, PSP, IEP Targets should be measurable and achievable. Parental notification letter for Stage 2
THERE MUST BE TANGIBLE EVIDENCE THAT A STUDENT HAS BREACHED THEIR TARGETS AND THAT WE HAVE DELIVERED ON ALL INTERVENTIONS BEFORE A STUDENT MOVES UP TO THE NEXT STAGE		
Stage 3	Prior to Stage 3, must have: Extensive evidence of continued poor behaviour, Further evidence of contact with parents/ evidence of lack of parental engagement, Further evidence of school-based interventions, Consideration of referrals to other agencies	Meeting with Assistant Headteacher, HOY and parents. Behaviour Agreement Stage 3 with agreed fixed-term targets and interventions. Review meeting date agreed. Parental notification letter for Stage 3 that student is at risk of Permanent Exclusion. Alternative Provision if required. Y Bwthyn. Additional behaviour assessments
THERE MUST BE TANGIBLE EVIDENCE THAT A STUDENT HAS BREACHED THEIR TARGETS AND THAT WE HAVE DELIVERED ON ALL INTERVENTIONS BEFORE A STUDENT MOVES UP TO THE NEXT STAGE		
Stage 4	Prior to Stage 4, must have: Further evidence of continued poor behaviour, Further evidence of contact with parents/ attempts to engage parents / evidence of lack of parental engagement. Further evidence of school-based interventions, Consideration of referrals to other agencies	Meeting with Assistant Headteacher, HOY and parents. Behaviour Agreement Stage 4 with agreed fixed-term targets and interventions. Review meeting date agreed. Parental notification letter for Stage 4. Consider Managed Move if appropriate
THERE MUST BE TANGIBLE EVIDENCE THAT A STUDENT HAS BREACHED THEIR TARGETS AND THAT WE HAVE DELIVERED ON ALL INTERVENTIONS BEFORE A STUDENT MOVES UP TO THE NEXT STAGE		
Stage 5	Prior to Stage 5, must have:	Meeting with Headteacher, Assistant

APPENDIX I	File up to date with all evidence, Go4Schools information, SIMS information, letters, contracts, interventions and relevant forms	Headteacher, HOY and parents. AHT / County Inclusion and Behaviour Support Services. 5 Strike Contract
------------	---	--

APPENDIX I

EXPECTATIONS AND STANDARDS OF YSGOL CLYWEDOG STUDENTS

Ready to Learn – All Students will arrive to school with the appropriate appearance, attitude and approach that makes them ready to learn.

Respectful – Our school values the dignity of each member of its community. Students should show respect to each other and to staff.

Responsible – Students conduct and behaviour in school should be calm and harmonious, a positive climate for learning.

Items not permitted:-

Mobile phones if seen or heard outside the designated areas and times will be confiscated – they are only to be used during break and lunch in the canteen or outside.

Music devices, games devices or any device deemed to have a negative impact on learning will be confiscated.

Headphones are not permitted to be worn inside.

Energy drinks are not permitted in the school.

Sweets and items deemed unhealthy by the school are discouraged.

Bags used for school must be a suitable size and strong enough to carry books and other equipment.

Cigarettes/tobacco/e-cigarettes.

Illegal items or other drugs/substances.

Students will be expected to:-

Wear the full school uniform.

Not have extreme haircuts - this includes colours and cut.

Not wear any footwear such as training shoes, canvas pumps and any other footwear not approved of by the school.

Eat only in the canteen and designated outside eating areas.

Not engage in any commercial activity on Ysgol Clywedog premises.

Only wear outdoor coats outside of classrooms

Not wear hats or scarves in the building.

Respect property belonging to others.

Advice to students:-

Do not bring valuables or money into the school. Should you need to bring money into the school bring the smallest amount possible.

~~APPENDIX~~ Do not bring expensive items of clothing and equipment into the school. The school will not be liable for any damage or loss.

Contact your Head of Year or Assistant Head of Year if you need clarification on any issue.

TRAVELLING TO AND FROM THE SCHOOL

While students are travelling to and from the school they are representing the school and must act in a manner that does not damage the school's reputation.

Students should respect the people and property in the local community and behave in a safe and sensible manner.

Students who misbehave while travelling to and from the school will be subject to the school's sanctions.

Students' behaviour outside of school that has an effect upon the education and welfare of students within the school will also be subject to disciplinary proceedings.

BEHAVIOUR OUTSIDE OF THE SCHOOL

We value our students' experiences both inside and outside of the school and as such we will expect our students to behave in a manner that promotes Ysgol Clywedog. However on occasions students' behaviour may not be up to standard and as such they will be subject to action from the school. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

MALICIOUS ALLEGATIONS BY STUDENTS

If an allegation is made against a Teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

Students that are found to have made malicious allegations are likely to have breached the school Behaviour Policy. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

All schools and FE colleges should have procedures for dealing with allegations. The procedures should make it clear that all allegations should be reported straight away, normally to the Headteacher. The procedures should also identify the person, often the Chair of the Local Governing Body, to whom reports should be made in the absence of the Headteacher, or in cases

where the Headteacher themselves are the subject of the allegation or concern. Procedures should also include contact details for the Local Authority designated officer (LADO) responsible for providing advice and monitoring cases.

APPENDIX

APPENDIX J

LIAISON WITH PARENTS AND OTHER AGENCIES **ADDENDI**

Ysgol Clywedog will seek to work with parents at every opportunity to improve the life chances and development of children who attend Ysgol Clywedog. We require, as a standard, an accurate set of contact details and for these details to be current at all times. Any changes in a student's circumstances should be communicated to the school as quickly as possible. When Ysgol Clywedog staff contact parents they should ensure that they have the necessary information to make sure that the contact is both useful and productive. Parents may on occasions require appointments in the school and this should be arranged with the relevant members of staff and appropriate considerations will be made in terms of access and organisation.

Contact with external bodies such as the ESW, Social Services etc. will take place as required and parents will be involved in discussions should this be required. Ysgol Clywedog staff will maintain records of such contacts.

APPENDIX K MANAGING STUDENT TRANSITION AND IN YEAR TRANSFERS

Transition from primary school to secondary school is a significant aspect of any child's life. Ysgol Clywedog will ensure that prior to a child starting in Year 7 they are given the opportunity to receive all the necessary information about the school in order to make the necessary transition. Ysgol Clywedog will work with local primary schools to facilitate a number of events to enable this transition to be as enjoyable as a possible and the Head of Year 7 will co-ordinate the transition of pupils into Year 7 from Year 6.

Transfers that take place during the Year will be coordinated by a member of the Senior Leadership Team in consultation with the Local Authority and the families involved. Mid-year transfers will require an interview and the completion of the transfer documentation from the Local Authority.

APPENDIX L

STUDENT AND PARENT BEHAVIOUR POLICY AND GUIDANCE DOCUMENT APPENDIX L

The following Behaviour Policy is an abridged version of the whole school's behaviour policy and guidance and it contains within it the main elements that will impact upon your child. Should you wish to have a copy of the full school Behaviour Policy please visit the school's website.

Ethos of the policy:-

All students and staff have a right to be treated with respect and sensitivity and to have access to opportunities regardless of their sex, race, creed or any disability.

Staff have a responsibility to influence the development of a sense of justice and tolerance in young people.

It must always be made clear to students that expressions of prejudice, with or without the intention to offend, are a form of abuse which will not be tolerated.

The policy aims to:-

Promote good behaviour and discipline.

Promote self-esteem, self-discipline, proper regard for authority and positive relationships based upon mutual respect.

Ensure fairness of treatment for all.

Encourage consistency of response to both positive and negative behaviour.

Provide a safe environment free from disruptive violence, bullying and any form of harassment.

Enable students to develop a sense of respect for themselves and others.

Provide a civilised, stable atmosphere where there are co-operative and caring relationships between students, and between students and staff.

Enable students to value their education and learn to make the right choices.

EXPECTATIONS AND STANDARDS OF YSGOL CLYWEDOG STUDENTS

Within the classroom students should follow the basic rules which will enable them to focus on their work.

Ready to Learn – All Students will arrive to school with the appropriate appearance, attitude and approach that makes them ready to learn.

Respectful – Our school values the dignity of each member of its community. Students should show respect to each other and to staff.

Responsible – Students conduct and behavior in school should be calm and harmonious, a positive climate for learning.

ADDENDI

CORRIDOR AND OUT OF CLASSROOM EXPECTATIONS

As we have a large number of students on the corridor between lessons it is essential that a high standard of behaviour is maintained.

Students should do the following:

Walk quietly and quickly on the left.

Behave sensibly.

Move to their classroom by the shortest allowed route.

Wait quietly outside of the classroom.

Move quickly, quietly and directly to their classroom by the nearest allowed route.

Hold the door open for others.

LUNCHTIME AND BREAK TIME

Eat only in the canteen and other designated areas.

Tidy trays and plates away.

Put rubbish in the bin.

Treat the canteen and its staff with respect.

When outside socialise sensibly.

Follow the instruction of the lunchtime staff.

TRAVELLING TO AND FROM THE SCHOOL

While students are travelling to and from the School they are representing the school and must act in a manner that does not damage the school's reputation.

Students should respect the people and property in the local community and behave in a safe and sensible manner.

Students who misbehave while travelling to and from the school will be subject to the school's sanctions.

Students' behaviour that takes place outside of school that has an effect upon the education and welfare of students within the school will also be subject to disciplinary proceedings.

BEHAVIOUR OUTSIDE OF THE SCHOOL

We value our student's experiences both inside and outside of the school and as such we will expect our students to behave in a manner that promotes Ysgol Clywedog. However, on occasions a student's behaviour may not be up to standard and as such they will be subject to action from the school. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

SANCTIONS AND OR CONSEQUENCES

Sanctions or consequences are a necessary part of the school's behaviour system. Should a child make the wrong choice then, as in life, a student must realise that there are consequences for a person's actions. Ysgol Clywedog aims to make its sanctions appropriate to the behaviour, and they are applied after careful consideration has been made. The school also operates a scale of

sanctions which range from the minor to the more serious. The majority of sanctions will be a discussion between the student and the child or a simple redirect to continue working. However, on occasions more serious sanctions are required and all students need to be aware that should their behaviour damage the learning of others or be viewed as gross misconduct a sanction will be issued to address this negative behaviour.

SANCTIONS

- Classroom led – Teachers’ professional judgement.
- Warnings (informal and formal)
- Detentions
- Internal Exclusion.
- Fixed Term/Permanent Exclusion.

DETENTIONS

Detentions are a mechanism by which students are disciplined for a variety of offences. The school may operate a number of detentions focusing upon certain behaviours, such as Class Teacher, Faculty or Pastoral Detentions.

The school has the legal right to issue detentions; the school is not required to give 24 hours’ notice of lunchtime detentions. The school will be mindful of a child’s transport arrangements and impact that a detention may have upon that child however this will not remove the need for the child to complete a detention. After-school detentions may be issued with 24 hours’ notice.

INTERNAL EXCLUSION (IE)

For more serious or persistent misbehaviour the school will allocate time within internal exclusion. Students who are directed to IE, which is located on the school premises, will be provided with work for the day and they will remain under supervision at lunchtimes. The rules within the Unit are displayed clearly for the student, and failure to abide by the rules will result in additional time or further action as decided by the school.

EXCLUSIONS

Under extreme circumstances students may have to be excluded from the school. The Headteacher makes that decision and he will have considered the information and evidence before deciding upon the length of the exclusion. Parents have the right to appeal against an exclusion, and details of how to appeal are provided to parents of students who are excluded from the school.

During a fixed term exclusion, students should not be in the vicinity of the school, unless an appointment has been made with a member of the school’s staff.

Since September 2007, parents are now legally responsible for their children during a fixed term exclusion of between 1 to 5 days. Schools are responsible should an exclusion be between 6 to 15 days in length. Exclusions over 15 days are the responsibility of the Local Authority.

APPENDIX

Guidance on exclusions can be found on the following website or from the Local Authority.

<http://gov.wales/topics/educationandskills/publications/guidance/exclusionguidance/?lang=en>

Students may be excluded from school for persistent misbehaviour or for serious incidents in which they have been involved. An exclusion may last for a fixed period of time, e.g. one day, two days, or it could be permanent. Exclusion is a very extreme sanction.

The kind of incidents for which a fixed term exclusion might be appropriate are:-

Constantly disturbing the learning of other students in class.

Swearing at an adult.

Fighting or threatening other people.

Being rude.

Bullying.

Bringing inappropriate items or illegal substances into school such as catapults, laser pens, air pistols, knives, blades, guns, alcohol, illegal drugs or items, imitation guns, cigarettes, laser lights, aerosol sprays, matches, cigarette lighters, electronic cigarettes, shisha pens.

Supplying or selling illegal substances, and

Other actions which disrupt the smooth running of the school, or put at risk the safety of other people.

PERMANENT EXCLUSION

Permanent exclusions are very rare and the decision to exclude a child 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 that have been tried without success. It may, however, be appropriate to permanently exclude a child for a serious first or "one-off" offence. The Headteacher decides to exclude a student taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

STUDENTS WITH ALN

Students with a Statement or with particular educational needs are expected to follow the school's Behaviour Policy and comply with all sanctions. Where behaviour is incurring a risk of exclusion, all appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the student is being supported. Fixed term and permanent exclusion, however, is still a possibility if serious misbehaviour occurs. See the ALN Policy.

EXTERNAL VISITS, COLLEGE COURSES AND WORK EXPERIENCE

Students must take into account that they are representing the school.

Students must make every effort to represent the school in a positive light.

Students should behave in a manner that is sensible and respectful to the organisers and staff of other centres.

Students must under all circumstances follow the health and safety guidance and ensure that others also follow such guidance.

Students must wear the appropriate clothing or uniform for a visit or work experience.

APPENDIX
External visits and work experience are a privilege not a right.

PRAISE AND RECOGNITION

The aim of the rewards system is to recognise a range of student achievements and to motivate students to continue to raise standards of attainment, effort and behaviour.

Classroom level – Teachers are highly skilled at identifying opportunities to praise students and recognise their successes.

Faculty Team – Students will be identified fortnightly by their teachers to receive recognition postcards for outstanding attainment and endeavour in their subjects.

Year Team – Students will be identified fortnightly by their Personal Tutor to receive a praise phonecall home from their Year Leader.

Senior Leadership Team – Students will be invited to meet with the Headteacher and team to recognise their achievements.

Progress will be celebrated at **Celebration of Achievement Evenings**.

It is very important that the positive aspects of praise and rewards should have great emphasis. This is the only way to promote good behaviour. Often it is simply praise that will have the greatest effect on a child's behaviour.

To achieve the most positive effects we need all staff to use the reward system on a regular basis. Staff should try to ensure students of all abilities are being included in the rewards system. It is also important that the 'invisible' children are recognised by the system.

MOBILE PHONES

We recognise that mobile phones can offer security and communication for our students on their journey to and from the school. Students are able to use their mobile phones at appropriate times through the day in designated zones. Students are not permitted to make or receive calls or texts no matter how urgent during lessons. Should a real emergency occur please contact the school office on 01978 346800 who will pass the message to your child.

CONFISCATION

The Education Act 2006 allows schools and members of staff to confiscate an item of property, if their aim is to maintain an environment conducive to learning and one which safeguards the rights of others to be educated.

Most items that are confiscated will be returned, however should an item of property have little or no value then the school will dispose of such items. The confiscation of items that are dangerous, offensive, and illegal or pose a health and safety risk will be dealt with according to the law and on an individual basis.

RESTRAINT

All school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. See the positive handling policy for details.

SEARCHING

The searching of a student will only take place very rarely by a member of the pastoral staff or Ysgol Clywedog's Schools Liaison Police Officer. The Violent Crime Reductions Act 2006 makes it lawful for identified school staff to search students for knives or other weapons. The searching of a student will always be conducted in front of a witness and be by a member of staff of the same gender as the student. A student may also be asked to turn out their pockets and hand over any item that is causing a disturbance. Alternatively the police may be asked to carry out a search if the situation warranted such an action.

Rights and Responsibilities:-

Ysgol Clywedog and its staff have the right to:-

- Enforce the school's behaviour policy including rules and disciplinary measures.
- Expect students and parents cooperation in maintaining an orderly climate of learning.
- Expect students to respect the rights of other students and adults.
- Not tolerate abusive or violent behaviour.
- Involve outside agencies as appropriate.

Ysgol Clywedog has the following responsibilities:-

- To consult the school community on the Behaviour Policy.
- To ensure staff are clear about the extent of their authority.
- To support and praise students for good behaviour.
- To apply sanctions fairly.
- To make alternative provision available from day six of an exclusion.
- To ensure health and safety procedures are followed.
- To tackle bullying and ensure systems are present to address issues around bullying.
- To promote staff and student morale.

Students have the right to:-

- Be treated with respect and listened to.
- Be taught in an environment that is safe, conducive to learning.
- Expect appropriate action from school staff when dealing with any incident of bullying, violence, discrimination or harassment.

Student responsibilities:-

- To follow reasonable instructions, obey rules and accept sanctions.
- To act as representatives of the school when away from the building.
- To not bring inappropriate items to the school.
- To never harm, denigrate, bully other students or staff.

Parents have the right to:-

- Expect their child to be safe, secure and respected.
- Appeal to the Headteacher if they feel that the school has acted unfairly.
- Parents have the right to contact the Clerk to the Local Governing Body to appeal to the Local Governing Body if they feel that the Headteacher has acted unfairly.
- Be kept informed about progress including behaviour.
- Be listened to and receive a fair and prompt response.
- Appeal against an exclusion.
- Contribute to the development of the Behaviour Policy.

Parent's responsibilities:-

- To respect the school's Behaviour Policy and follow its guidance.
- To help ensure that their child follows the rules and reasonable instructions.
- To send their child to school punctually, suitably clothed, fed and rested.
- To ensure the school is aware of any Additional Learning Needs or other factor which may affect their child's behaviour.
- To support the school in promoting good behaviour.
- To attend meetings with staff in relation to their child's behaviour.
- To ensure that if their child is excluded that they are supervised and not in a public place during school hours.

Statutory Authority regarding school Discipline

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as Teaching Assistants.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline students for misbehaviour outside school.

ADDENDI
Teachers have a specific legal power to impose detention outside school hours.

Teachers can confiscate students' property.

EXPECTATIONS AND STANDARDS OF YSGOL CLYWEDOG STUDENTS

The following is a list of standards and expectations for our students:-

- Treat all members of the school community with respect.
- Respect the fabric and structure of the building.
- Students are here to learn and must actively promote learning.
- Students are expected to behave in a safe manner at all times.

Students are to follow the reasonable instructions of all staff. In school on a day-to-day basis, this means our students will be:

Ready to Learn – All Students will arrive to school with the appropriate appearance, attitude and approach that makes them ready to learn.

Respect – Our school values the dignity of each member of its community. Students should show respect to each other and to staff.

Be Safe – Students conduct and behaviour in school should be calm and harmonious, a positive climate for learning.

Items not permitted:-

Mobile phones if seen or heard outside the designated areas and times will be confiscated – they are only to be used during break and lunch in the canteen or outside.

Music devices, games devices or any device deemed to have a negative impact on learning will be confiscated.

Headphones are not permitted to be worn in corridors.

Energy drinks are not permitted in the school.

Sweets and items deemed unhealthy by the school are discouraged.

Bags used for school must be a suitable size and strong enough to carry books and other equipment.

Cigarettes/tobacco/e-cigarettes.

Illegal items or other drugs/substances.

Students will be expected to:-

Wear the full school uniform.

Not have extreme haircuts - this includes colours and cut.

Not wear any footwear such as training shoes, canvas pumps and any other footwear not approved of by the school.

Eat only in the canteen and designated outside eating areas.

ADDITIONI

Not engage in any commercial activity on Ysgol Clywedog premises.

Only wear outdoor coats outside of the classroom.

Not wear hats or scarves in the building.

Respect property belonging to others.

Advice to students:-

- Do not bring valuables or money into the school. Should you need to bring money into the school bring the smallest amount possible.
- Do not bring expensive items of clothing and equipment into the school. The school will not be liable for any damage or loss.
- Contact your Head of Year if you have any questions or concerns.