



Behaviour for Learning Policy

Being the best we can be
Ready, Respectful, Responsible

Date Policy formally approved by Governing Body/Committee:	14th July 2022
Date Policy becomes effective:	14th July 2022
Review Date(s):	
Signed (Headteacher/School)	
Signed (Chair of Governing Body/Chair of Committee)	
Issue No:	

Behaviour for Learning Policy

1. Vision, aims and expectations

The purpose of Ysgol Clywedog is to enable learning to take place and develop all our students to fulfil their potential. The Governing Body believes that to achieve this core purpose students must exhibit behaviours that enable learning and teaching to take place. Our school vision is ***Be the Best You can Be: Ready, Respectful, Responsible***. We expect all members of the school community to exhibit these values through their behaviour, decision-making and conduct.

We aim to work with our families and the local community to secure the best outcomes for every student. Learning is at the centre of everything we do and we are committed to empowering students to become:

- ambitious successful learners who enjoy learning, achieve and make progress;
- enterprising and creative people who contribute fully to life and work;
- responsible citizens who make a positive contribution to society and
- confident and happy individuals who are able to live safe, healthy and fulfilling lives

The core purpose of our school is to enable learning to take place. At Ysgol Clywedog we expect all students will behave in a way that allows teachers to teach and students and all those around them to learn. When students exhibit behaviours that prevent this from happening students must expect there to be a consequence, which at its most severe could result in a permanent exclusion.

We use the 'parent test' as a guiding principle for our interactions with students. When dealing with a range of scenarios in school we ask ourselves 'how would I want my own child to be treated?' When speaking with students we expect all the adults in school to remain calm and professional, especially when dealing with challenging situations. This principle ensures that we have strong moral foundations for our interactions with students, so that we can consistently model our values of ***Ready, Respectful, Responsible***.

2. Ysgol Clywedog Expectations

In order for students ***Be the Best You can Be: Ready, Respectful, Responsible***, everyone in the school community must know and understand their own and each other's roles, responsibilities and expectations. Our "Home School Agreement" (see Appendix 1) sets out clear expectations of everyone within the school community, for optimising learning.

Students' behaviour impacts on their ability to learn, and is linked to their feelings of security and wellbeing, their pride in the school and their desire to achieve. At Ysgol Clywedog, we have set out three values to encourage students to positively engage with each other and the wider community:

Ready – to be well rested, dressed smartly, equipped to learn, with a positive attitude and prepared to succeed.

Respectful – to respect oneself and others, supporting each other and the school, being kind and thoughtful.

Responsible - to value education, follow sensible rules that are in everyone's interest, take opportunities when they come, and be safe at all times.

Punctuality to school and registration time sets the tone for the rest of the day, as such, it is vital that Form Tutors use the daily tutor time to reinforce our expectations and ensure that all students are moving effectively to their lessons ready for the day's learning. (Appendix 5).

3. Purpose of Policy and Guiding Principles

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- 3.1. The Governors and staff of Ysgol Clywedog are committed to providing a supportive, challenging learning environment for all our students. This policy is supported and reinforced by all staff, the Headteacher and Governors to ensure that our values: **Ready, Respectful, Responsible** are upheld.
- 3.2. This policy seeks to promote an understanding of respect for others and underpins our school vision “To be the best you can be”, where all staff and students are aware of their responsibilities and our expectations. All will model these responsibilities and use them in discussions with students.
This will ensure a learning environment that is conducive to all students of all abilities, backgrounds and needs, achieving their academic potential and preparing them for their future adult life.
- 3.3. The policy will be applied consistently, and fairly to ensure all students are encouraged to take responsibility for their actions, and positive behaviour choices are rewarded to promote positive relations and support life-long learning habits.
- 3.4. The policy outlines behaviour expectations and details our procedures to manage poor behaviour and subsequent consequences and sanctions.

4. Links with Legislation and other Policies

- 4.1. This policy does not work independently and impacts on day-to-day life in school. There is reference to WG documentation to ensure best, up to date practice is implemented. As such, the following should also be read in conjunction with this policy :
 - Equality Act 2010
 - The Additional Learning Needs Code for Wales 2021
 - Exclusions from schools and pupil referral units, Nov 2019
 - United Nations Conventions on the Rights of the Child 1989
 - Rights, respect, equality: Statutory guidance for governing bodies of maintained schools
 - Travel Behaviour Code, June 2017
 - Safe and effective intervention – use of reasonable force and searching for weapons, Mar 2013
 - Keeping Learners Safe, December 2021
 - Practical Approaches to Behaviour Management in Classroom: A handbook for classroom teachers in secondary schools. Nov 2012
- 4.2. Other Policy documents
 - Learning and Teaching Policy
 - Additional Learning Needs Policy
 - Safeguarding Policy
 - Uniform and Appearance Policy
 - Substance Misuse Policy
 - Bullying Policy
- 4.3. This policy links with the Equality Act 2010 to ensure that reasonable adjustments are allowed for students who are ALN or who are considered to have a disability, as defined by the Additional Learning Needs Code for Wales 2021.
- 4.4. Ysgol Clywedog reserves the right to apply any amendments by WG to the guidance above, and any future changes to statutory regulations, in full.

5. Behaviour management

At Ysgol Clywedog, we are very clear in our expectations of students. Students are expected to follow the instructions of adults in school at the first time of asking.

Classroom management

All staff are responsible for setting the tone and context for positive behaviour within the classroom.

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They will:

- Create and maintain a stimulating environment that encourages students to be engaged in learning
 - Display the school's expectations and model the school's values
 - Develop a positive relationship with students, which includes:
 - 3 to Start
 - Meet and greet at door, check uniform and equipment
 - Coats off, devices away, bags on floor
 - Starter/thought for the day displayed while register taken
 - 3 to Finish
 - Plenary/announcements
 - Leave classroom tidy
 - Dismiss in an orderly fashion i.e. table by table, row by row.
 - Establish clear routines including the use of seating plans
 - Communicate expectations of behaviour in ways other than verbally
 - Conclude the lesson positively and starting the next lesson afresh
 - Have a plan for dealing with low-level disruption
 - Use positive reinforcement
 - Use the rewards and consequences system consistently
- 5.1. The school operates a positive reward system for those students who regularly meet or exceed our expectations. (Appendix 2)
- 5.2. If a student fails to meet our expectations and the staff deem that the redirections, consequences and sanctions are not having any impact on the student's behaviour, the student will move along the Behaviour Stages (Appendix 6).

6. The defining of acceptable and unacceptable behaviour

6.1. Acceptable behaviour for learning is defined as but not limited to:

- Behaviour that demonstrates cooperation and consideration for other students in terms of their learning and of relationships with other students within classrooms, the school and the local community.
- Behaviour, which demonstrates respect to each other, staff, visitors, the school environment and the local community.

6.2. Unacceptable behaviour for learning is defined as but not limited to:

- Behaviour that includes failure to comply with instructions, name-calling, verbal abuse, threatening language, aggression or intimidation, physical abuse, harassment, including racist, sexist, homophobic abuse and bullying.
- Students' actions, decisions, and failures will lead to consequences. Students are expected to take responsibility for their actions and decisions, accepting and learning from any consequence they receive.

7. Behaviour for learning

The school has in place a range of procedures to reinforce and reward good behaviour.

Students are expected to:

- Be ready, show respect and take responsibility for their learning and the learning of others
- Use appropriate language when speaking to all members of the school and local community
- Show care by respecting themselves, others and the school community
- Cooperate fully with school staff and visitors
- Attend school on time, wearing the standard uniform with the equipment needed to actively engage in learning
- Treat students, staff, equipment, the school and local community with respect and do not cause damage.
 - Not bring items into school that are likely to cause any physical or material harm. This

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includes, but not limited to, alcohol, tobacco or vapes and other illegal substances, and any items that could be used as weapons.

8. Behaviour for Learning Procedures:

The procedures are the essence of how this policy is implemented on a daily basis. These procedures are detailed in Appendix 4 and 5. Furthermore, school staff have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. The power also applies to all staff. Staff can discipline students at any time the student is in school or elsewhere under the charge of school staff, including school visits. School staff have the power to impose detention outside school hours.

- 8.1. Exclusions and alternatives to exclusions: Appendix 7 shows the school's policy and practice when making decisions whether to exclude students from school.
- 8.2. Searching and Confiscation: Please refer to the WG guidance document. In addition to this guidance the school also bans items brought into the school with intent to sell or pass on to other students that can cause disruption or be detrimental to the school, students or staff and practice. As a result, staff are able to search students and where appropriate confiscate items. Appendix 8
- 8.3. Use of reasonable force: Please refer to the WG guidance on the use of reasonable force. All members of staff have a legal power to use reasonable force. This also applies to any adults that the Headteacher has temporarily put in charge of students.
- 8.4. Behaviour beyond the school site and out of normal school hours: Any occurrences of poor behaviour outside of the school site, to and from school or outside of normal school hours, during an organised school trip or where there is a threat to the safety of another student, staff or member of the public will be taken seriously. Any such behaviour that brings the school into disrepute will not be tolerated. In these circumstances, the school has the right to apply this policy and issue a consequence (Appendix 7) in line with normal procedure during the school day or on the school site.
- 8.5. Police: Ysgol Clywedog will involve and support the Police in all matters where criminal activity has taken place or is suspected of having taken place. The school will also inform and pass on information that may support the police in preventing any criminal activity.
- 8.6. Reasonable Adjustments: The school and all staff will ensure that students are best supported with the resources, training and staffing available to recognise and meet individual needs. All staff will be provided with information, strategies, training and reasonable adjustments on One Page Profiles, so that the curriculum can be differentiated accordingly.
- 8.7. Partnership with Parents: Ysgol Clywedog works in partnership with all students and families to support positive behaviour for learning.

9. Rewards and Consequences

At Ysgol Clywedog, we use positive praise and rewards to encourage students in their learning and their personal development. When students do not meet our expectations, they will be positively redirected and if appropriate, issued with a consequence by a member of staff, which they are expected to follow at the first time of asking.

In determining whether a consequence is reasonable, the following must be taken into account:

- Whether the sanction was proportionate in the circumstances.

- Any special circumstances, which are known to the person imposing the sanction, including the student's age, ALN and religious requirements.

9.1. List of rewards and consequences

Positive behaviour will be rewarded with:

- Praise
- Positive phone calls home. All full-time staff should make at least 3 positive calls a week.
- Achievement points

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- Special half-termly, termly and annual rewards as agreed and reviewed annually with students
- Praise postcards, emails and letters sent home or phone calls home
- Awards Evening Nomination
- Special responsibilities and Prefect Status
- Year 11 Prom Invitation

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal redirection towards the Ysgol Clywedog Expectations
 - Issuing a Consequence
 - Removing the student from the class if their behaviour is preventing others from learning for no more than 5 minutes
 - On call used to remove student from lesson and isolated in the Referral/Isolation Room •
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
 - Putting a student 'on report'
 - Letters or phone calls home to parents
 - Agreeing a Behaviour Improvement Plan
 - Fixed Term Exclusions
 - Referring the student to the Governors' Disciplinary Committee
 - Permanent Exclusion

9.2. Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy. Please refer to our Safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

10. Governing Body Discipline Committee

- 10.1. In line with the Behaviour for Learning Procedure (Appendix 5), students will be referred to the Governing Body Discipline Committee. This meeting will be arranged by the school with the purpose of reinforcing the school's expectations for those students at risk of exclusion from school.
- 10.2. The Governing Body should establish a Discipline Committee of at least three Governors. The role of the Committee is to review the use of exclusions within the school as per the Framework of Responsibilities.
- 10.3. For permanent exclusions, the Discipline Committee must meet between the 6th and 15th school day from the date of permanent exclusion. The Clerk to the Discipline Committee will invite parents to attend, circulate any written statements and provide a list of those who will be present at the meeting.
- 10.4. If an exclusion would result in the student missing a public examination, the Discipline Committee should try to meet before the examination.
- 10.5. Recommendation of permanent exclusion is made by the Headteacher or Deputy Head as delegated in his/her absence for a one-off incident or persistent breaches of this policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school, see WG guidance.
- 10.6. The Committee can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.

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- 10.7. The parent/guardian has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/guardian may bring a friend or a legal representative if they wish.
- 10.8. The Headteacher, Deputy Head or Assistant Head will be invited to attend the meeting. Parents/guardians have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.
- 10.9. Within one school day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority. The parent/guardian has 15 school days after the day on which notice in writing was given of the Discipline Committee's decision, if delivered directly, to appeal. If the notice in writing is posted first class, two additional days are added for postage.

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Appendix 1 – Home School Agreement

In order for students ***To be the best you can be***, everyone in the school community must know and understand their own and each other's roles, responsibilities and expectations. This Agreement sets out clear expectations of everyone within the school community, for establishing the conditions in school for optimising learning.

The school will:	As parent/carer, I/we will:	As a student, I will:
<ul style="list-style-type: none"> ● Provide a learning environment that is stimulating, safe and caring ● Treat everyone with respect and dignity ● Ensure that each student has the opportunities, support and guidance to achieve their full potential ● Report regularly on each student's progress <ul style="list-style-type: none"> ● Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility ● Keep parents informed about school matters, be welcoming to enquiries and responsive to concerns ● Record and reward good progress and performance ● Offer extra-curricular activities that will develop broader skills to prepare for life and the world of work ● Inform you if your child has detention if they fail to meet the school's expectations ● Detain your child until 4 pm where required, giving parents advanced notice that day 	<ul style="list-style-type: none"> ● Make sure my/our child attends school in correct uniform, arrives on time and is properly equipped for school ● Encourage my/our child to work hard and support them in homework by checking and signing the planner each week <ul style="list-style-type: none"> ● Attend parents' evenings and meetings about my/our child's progress ● Support the school's policies and guidelines as outlined in the Parents' Handbook ● Allow my/our child to attend off-site visits ● Agree to support the Behaviour for Learning Policy of the school ● Make sure that time is not taken out of school unless it is urgent ● Encourage my/our child to participate in the extracurricular opportunities offered by the school ● Ensure my Parent Pay account is always in credit and all required payments for trips/visits/lessons/clubs are made in advance 	<ul style="list-style-type: none"> ● Be an ambassador for Ysgol Clywedog ● Follow the school values: ready, respectful, responsible ● Attend the school in correct uniform, be on time and be properly equipped ● Treat all members of the school and wider community with respect ● Work hard in class and at home, so that I can achieve my full potential ● Be proud of my school ● Keep the school's rules, behave responsibly and be polite to others in the school and in the wider community ● Understand that any misbehaviour whilst wearing Ysgol Clywedog uniform will be dealt with as if the incident occurred at school ● Care for the environment – in and out of school ● Complete homework on time ● Attend detentions if given any ● Accept and learn from any consequence due to my misbehaviour ● Be someone others can be proud of
Signed by LT:	Signed by Parent:	Signed by Student:
Dated:	Dated:	Dated:

All lessons will be graded on a system from 0-3. All students will begin each lesson with a grade 2. Students who work above the level expected by the teacher will be given a grade 3. Whilst students whose attitude towards and engagement in learning falls below the level expected they will be graded 1. If a student's behaviour is such that they are issued a C4 consequence, their grade will be reduced to a 0.

Rewards Coding for SIMs

AP*	Value	Occurrence/Who	Description	Action	Reward
AP1	1	Lesson/Teacher	Works to the expected level by showing a positive attitude and engagement with the learning.	AP1 logged on SIMs when it has been achieved.	1 Achievement Point
AP2	2	Lesson/Teacher	Demonstrating actions above and beyond the usual expectations of the classroom or homework.	Register grade changed to a 3. AP2 logged on SIMs when it has been achieved. Student informed.	2 Achievement Points
AP1	1	Break and Lunch/All staff	A demonstration of any of the school's values which benefit others or the school community.	AP1 logged on SIMs by member of staff. 1 Achievement Point	
AP2	2	Half-termly/Tutor	1. 100% Attendance in any half- term 2. Commendations. 3. Tutor Reward (Attainment based)	AP2 logged on SIMs. Praise Postcard sent by Tutor. Entry into the Epraise Prize draw.	2 Achievement Points
AP3	3	Ad-hoc/All staff	Any significant achievement that is above and beyond, for example: representing the school, student of the month, community work, fundraiser, competition winner, overcoming adversity, making a difference to the school community.	AP3 logged on SIMs.	3 Achievement Points Letter, email or postcard home from the Headteacher

*AP = Achievement Point

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Appendix 3 – Consequences

All lessons will be graded on a system from 0-3. All students will begin each lesson with a grade 2. Students who work above the level expected by the teacher will be given a grade 3. Whilst students whose attitude towards and engagement in learning falls below the level expected they will be graded 1. If a student’s behaviour is such that they are issued a C4 consequence, their grade will be reduced to a 0.

Consequences coding for SIMs

	Value	Occurrence	Description	Action	Consequence
BP1	1	Lesson	Repeated low level disruption which disrupts learning - C3	Register grade changed to a 0. BP1 logged on SIMs. Student informed. Student informed of detention.	Sanction with teacher. Student will be inconvenienced.
BP2	2	Lesson	Continued disruption despite teacher intervention, which prevents the teaching from teaching and learning taking place. - C4	On call. Register grade changed to 0. BP1 edited to add an additional point logged on SIMs including follow up to HoD or HoY.	Phone call home that day from the teacher. Placed back in lesson or removed. Lunch-time detention arranged that day (or next if L5). Parent emailed.
BP2	2	School Community	Behaviour that contradicts school expectations and values - C4	Staff to address students about school expectations. Student informed.	Within school - Lunch-time detention arranged that day (or next if L5). Out of school - Lunch-time detention arranged that day (or next if L5).

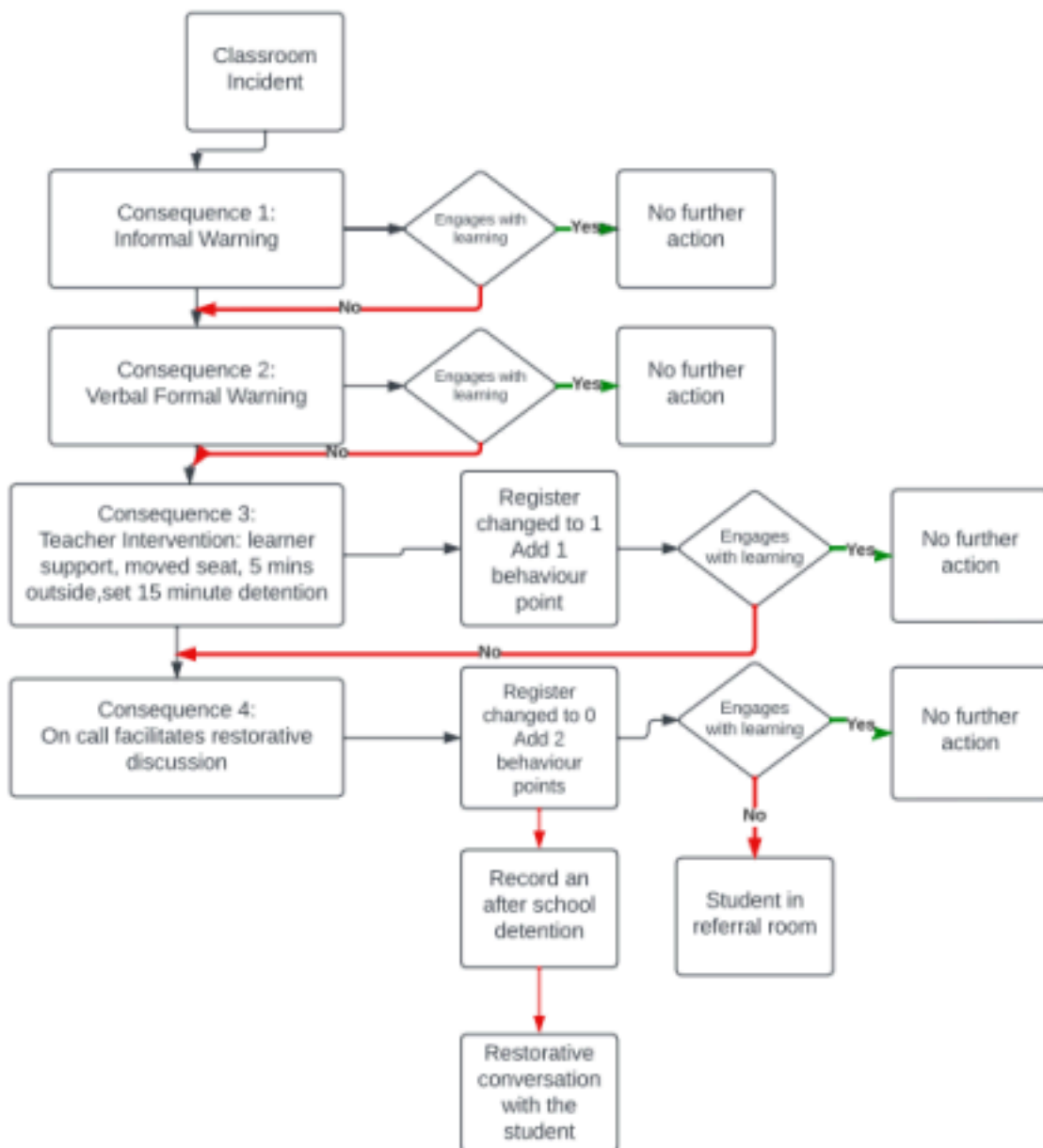
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BP2 Severe Behaviour Incident	2	Lesson	Any serious behaviour incident, e.g. Ignoring or challenging staff, verbal abuse, threatening language, aggression or intimidation, physical abuse - C5	On call. BP2 logged on SIMs including follow up to HoY. Referred to LT if required.	Isolated whilst investigation undertaken. Phone call home that day from HoY/PS. LT to decide further action. PS to record in SIMs as a severe incident.
BP2 Severe Behaviour Incident	2	School Community	Any serious behaviour incident, e.g. ignoring or challenging staff or members of the public, verbal abuse, threatening language, aggression or intimidation, physical abuse - C6	On call, if within school. BP2 logged on SIMs including follow up to HoY. Referred to LT if requested.	Isolated whilst investigation undertaken. Phone call home that day from HoY or PS. LT to decide further action if required. HoY or PS to record in SIMs as severe incident.

*BP = Behaviour Point

HOD = Head of Department HOY = Head of Year PS = Support staff LT = Leadership Team

Appendix 4 Behaviour for Learning Procedure Flowchart



Consequence 3 - register changed to 1. A behaviour point given with a comment and action.
 Consequence 4 - register changed to 0. Two behaviour points given with a comment. Click detention. A restorative conversation after school.

If you have initially given a C3 and the student' behaviour has escalated to C4, replace the C3 with the C4. Only two behaviour points in total.

Appendix 5 Behaviour for Learning Procedure

Students are expected to exhibit our values explicitly through the following behaviours in form time, lessons, whilst moving around the school or within the wider school community.

All students are expected to behave in a way that enables learning to take place:

- Arrive on time, every time
- Wear the correct uniform at all times
- Bring their own equipment for learning
- Ensure that mobile phones are turned off and are out of sight
- Behave in an orderly and self-controlled way
- Take their allocated seat according to the Go 4 Schools seating plan
- Show respect to members of staff and each other
- Maintain a positive mental attitude – a GROWTH MINDSET

When a student's behaviour falls short of meeting the school's expectations, their actions, decisions, and failures will lead to consequences. Students are expected to take responsibility for their actions, decision and failures by accepting these consequences, which they are expected to follow at the first time of asking.

Procedure

Consequence	Description	Action	Responsibility	Consequence	Follow up
C1		Learning Teacher uses non-verbal cues to remind student of school expectations.	Teacher	Student modifies behaviour	
C2	Formal Warning	Student reminded of school expectations. Warning given explicitly (verbal).	Teacher	Teacher comment recorded on SIMs Detention with teacher Student modifies behaviour	
C3	Teacher Intervention "You can do better"	Student reminded of school expectations. Time out of lesson to give student opportunity to reflect and make better choices. Student moved within room to address cause of poor behaviour.	Teacher	BP1 recorded on SIMs Student given 5 minutes out of class Conversation with student	Failure to attend detention results in referral to HoD Held in

					SS/Reflection Room
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		Register grade changed to 1.		Student moved seat Student informed of detention Student modifies behaviour	
C4	On Call “Not in line with school values”	Register grade changed to 0. BP recorded in SIMs with follow up to: - HoD where data shows it is a subject issue - HoY if issues occurs in 3 or more subjects	Teacher HoD/HoY	Oncall facilitates restorative discussion, the student placed back in the lesson or taken elsewhere. BP2 recorded on SIMs Student writes statement	Referral Room staff intervention: - Conversation with student - Student informed of detention - Restorative meeting with teacher - PS intervention - Referral to YSJ - Referral to Reflection Room
C5	Severe Behaviour Incident On Call HoY/LT	Register grade changed to 0. Student removed immediately by On Call, staff or LT. Student removed to Referral Room LT to decide on consequence: Internal Isolation, fixed term exclusion (FTE), or permanent exclusion (PE).	Teacher On Call, staff or LT/HoY Pastoral Support	BP2 logged on SIMs including follow up to HoY PS to record in SIMs as severe incident. Referred to LT Reflection Room/ FTE or PE	PS to investigate Phone call home that day from HoY or PS. LT to decide further action. PS intervention: - Conversation with student - Student informed of detention - Restorative meeting with teacher - PS intervention - Referral to YSJ - Referral to Reflection room

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C6	Behaviour Incident within wider school community: including damage to school property and dangerous behaviour	Student removed from area to Referral Room LT to decide on consequence: Internal Isolation, fixed term exclusion (FTE), or permanent exclusion (PE).	Duty Staff Student Support LT	PS to record BP on SIMs Referred to LT and/or Business Manager Repair costs calculated Internal Isolation/ FTE or PE	PS to investigate Phone call home that day from HoY or PS. Business Manager to contact family regarding costs of repair. LT to decide further action.
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*C = Consequence

HOD = Head of Department HOY = Head of Year PS = HoY and Pastoral Support staff LT = Senior Leadership Team

Appendix 6 – Behaviour Stages

At Ysgol Clywedog there are four behaviour stages. At each stage the focus must be on supporting the student engage positively with their learning through appropriate mentoring or intervention. The ultimate aim is all students will be on stage 0.

Stage	Description	Action	Responsibility	Consequence	Follow up
0	0 Behaviour points in a half term.	Form tutor (FT) to send praise postcard home or make a positive phone call to parents. Form tutor to record AP in SIMS. Head of Year prize draw assembly.	Form Tutor Head of Year	AP. Rewards Entry into the HoY half termly prize draw.	Half-termly
0	0 Behaviour points in a term.	HT reward	HT	AP HT reward	Termly
0	0 Behaviour points in a year.	School Award	AHT/LT	Awards Evening	Annual
1	1+ Behaviour points in a half term.	Form tutor to place student who gains up to 10. BPs or has a 1 day fixed term exclusion on Form tutor report. Form Tutor to mentor student during registration. Form tutor to contact parents to notify of daily monitoring report.	Form Tutor	FT Report. Phone call to parents. Weekly contact with parents whilst on FT report.	FT mentoring. Weekly review of behaviour. Weekly contact with parents. Improvement the student receives no more behaviour points over four weeks and moves back to Stage 0.
1	10+ Behaviour points in a half term. 1 fixed term exclusion in a	Head of Year (HoY) to place student who gains 10 or more BPs or has been excluded from school for more than a single day on HoY Report. HoY to arrange meeting with parents and agree a BIP.	HoY - daily check or Report	Meeting with parents Weekly contact with parents whilst on HoY report. 4 weekly review meetings.	Daily/Weekly mentoring. Monthly review meetings with parents. Improvement the student receives no more behaviour points over four weeks and moves back to Stage 0.

	half term.	HoY to mentor student through daily/weekly contact.			
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2	15+ Behaviour points in a term. More than 1 fixed term exclusion in a half-term.	<p>Head of Year (HoY) to place student who gains 20 or more BPs or has been excluded from school on more than one occasion during a term on HoY Report.</p> <p>HoY to arrange meeting with parents and agree a Behaviour Improvement Plan (BIP). HoY to mentor student through daily/weekly contact.</p> <p>ALNCo to review all assessment data and arrange further assessment of student, where appropriate. ALNCo to refer to ITAS for multi-agency decision on appropriate interventions.</p> <p>ALNCo to identify appropriate interventions, where specific need has been identified. HoY to review behaviour profile and identify appropriate school based interventions. HoY to complete intervention referral to external agencies where specific needs have been identified during the behaviour review.</p>	<p>HoY</p> <p>ALNCo</p> <p>ALNCo</p> <p>ALNCo</p> <p>HoY</p> <p>HoY</p>	<p>HoY Report. Meeting with parents. Weekly contact with parents whilst on HoY report. 4 weekly review meetings.</p> <p>ALN review of student. Referral to ITAS. ALNCo to attend or provide information for review meetings if ALN need identified. School based intervention offered to family. External agency intervention offered to family.</p>	<p>Daily/Weekly mentoring. Monthly review meetings with parents</p> <p>Impact of intervention to be included in monthly review meetings.</p> <p>Improvement the student receives no more behaviour points over four weeks and moves back to Stage 0.</p>
3	20+ Behaviour points in a half term or 30+ Behaviour points in the term and/or More than three days fixed term exclusion in a term	<p>LT year link to place student on Behaviour Report LT to arrange meeting with HoY, LT and parents and agree a PSP. Managed move discussed as possible option.</p> <p>HoY to mentor student through daily contact LT to mentor student through weekly contact</p>	<p>LT</p> <p>LT</p> <p>HoY</p> <p>LT</p>	<p>Behaviour Report Meeting with HoY, LT and parents LT to have weekly contact with parents whilst on Behaviour report 4 weekly review meetings</p>	<p>Daily/Weekly mentoring Monthly review meetings with parents</p> <p>Impact of intervention to be included in monthly review meetings</p> <p>Offer of Onsite Inclusion Intervention or discussion of manage</p>

		<p>ALNCo to review all assessment data and arrange further assessment of student, where appropriate and agree One Page Profile</p> <p>ALNCo to identify appropriate interventions, where specific need has been identified</p> <p>LT and HoY to meet with ESW and YS to identify appropriate interventions for the student.</p> <p>LT and HoY to complete intervention referral to external agencies where specific needs have been identified during the behaviour review</p> <p>LT to raise concern regarding risk of permanent exclusion of student and seek guidance from LA Inclusion Officer.</p> <p>LT and HoY to discuss impact of interventions and where appropriate offer Onsite Inclusion Provision or discuss a managed move with parents.</p> <p>LT to refer student identified at risk of permanent exclusion to the Governing Body Disciplinary Committee.</p> <p>Meeting to be arranged between Governing Body, LT, HoY, student and parents.</p> <p>Multi Agency Meeting</p>	<p>ALNCo</p> <p>ALNCo</p> <p>HoY and LT</p> <p>LT</p> <p>LT</p> <p>LT</p>	<p>ALN review of student ALNCo to attend or provide information for review meetings if ALN need identified</p> <p>School based intervention offered to family</p> <p>External agency intervention offered to family</p> <p>LA aware of student and their behaviour needs LA support provided to school</p> <p>Meeting between LT and HoY</p> <p>Meeting with Governors, LT, HoY, student and parents</p>	<p>move to be included in monthly reviews for those students identified at high risk of permanent exclusion.</p> <p>Improvement the student receives no more behaviour points over four weeks and moves back to Stage 1</p>
4	Students who continue to gain BPs and/or fixed term exclusions	<p>Student on 5-strike contract and parents informed that their child is at risk of permanent exclusion. Managed move recommended to avoid permanent exclusion.</p>	<p>LT</p> <p>HoY</p>	<p>5-strike contract meeting with HoY, LT and parents</p> <p>HoY to have weekly contact</p>	<p>Daily/Weekly mentoring</p> <p>Monthly 5-strike contract review meetings with parents</p>

	and have			with parents	
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	completed at least 2 monthly reviews with little to no improvement.	<p>Student on Behaviour Report</p> <p>Multi Agency meeting for student</p> <p>ALNCo to complete ALN review for Multi Agency meeting.</p> <p>LT to refer student identified at risk of permanent exclusion to the Governing Body Disciplinary Committee.</p> <p>Meeting to be arranged between Governing Body, LT, HoY, student and parents.</p>	<p>LT</p> <p>ALNCo</p> <p>LT</p>	<p>whilst on Behaviour report 4 weekly review meetings</p> <p>ALN review of student ALNCo to attend or provide information for review meetings.</p> <p>School based intervention offered to family</p> <p>External agency intervention offered to family</p> <p>LA aware of student and their behaviour needs LA support provided to school</p> <p>Meeting with Governors, LT, HoY, student and parents</p>	<p>Impact of intervention to be included in monthly review meetings</p> <p>Student at high risk of permanent exclusion, managed move offered to family.</p> <p>Improvement the student receives no more behaviour points over four weeks will lose a strike.</p> <p>Student has no strikes and has not received any behaviour points for four weeks moves back to stage 3.</p>
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Appendix 7 - Exclusions and alternatives to Exclusion

1) Reflection and Mediation

If there is a conflict between two or more students, a member of staff will sit down with those involved and attempt to mediate the situation through discussion. This strategy may also be used if there is a conflict between a teacher and a student to seek a positive solution and this is encouraged to take place during after schools detentions.

Restorative justice

This strategy is dependent on the cooperation of all parties involved in an incident or situation, and will usually be used where one person has done something to upset or harm another. It can be helpful for the offender to redress the harm that they have done and learn from their mistakes. It can also provide closure for those who have been harmed.

Removal from Learning and Isolation

If a student needs to be removed from a lesson that is in progress, or a social situation, for disruptive behaviour or to calm down, it may be necessary to place that student elsewhere in the school. This may also occur over break and lunch times and will be used in circumstances where it is not necessary to remove the student from the school site, but separation is needed. They will be placed in the Reflection room or somewhere where appropriate support and supervision can be provided.

Whilst students are in attendance of the Reflection Room they are given the opportunity to discuss the incident and reflect on their actions within a restorative framework. The emphasis here being to repair damage and re-build relationships to enable effective teaching and learning and foster a positive school community ethos.

Internal Isolation

Students can be referred into Reflection Room by their HoY or a member of LT for more serious or repeat instances of poor behaviour. A student can also be placed in Internal Isolation on a given day if they are removed from a lesson via on call following unsuccessful placement of student back into a lesson or unsuccessful intervention in the Reflection Room.

Reflection/Isolation is a planned intervention and parents are contacted by their child's HoY, Pastoral Support team prior to the student attending.

Internal Isolation runs between 9am – 4pm; students will lose their social time and spend lunch inside the centre. Students have no social interaction with their peers and are expected to work in silence throughout their day. Curriculum work and / or reflection/behaviour support resource work will be supplied:

- Students are allowed time to eat and use the toilet.
- The school must ensure the health and safety of students and any requirements in relation to safeguarding and student welfare. Staff should not physically prevent a student from leaving the room of their free will. If a student leaves the room without permission, they will receive a consequence for this action at a later time.

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- The Pastoral Support Team or LT can decide how long a student should be kept in Internal Isolation.
- Students kept in Internal Isolation should be in there no longer than is necessary, given the circumstances, and that their time spent there is used as constructively as possible.
- Poor behaviour in Internal Isolation will result in additional days or a transfer to another isolation room in another school (i.e. managed isolation) as a further punishment. More serious breaches of Internal Isolation rules may result in a fixed term exclusion.

Break and Lunchtime Isolation

The school may decide to isolate a student during break and lunchtime if their behaviour during this time is very disruptive or dangerous to other students. The school will not invoke a lunchtime isolation for any period longer than a week. If the problem persists, alternative strategies will be looked at to deal with managing the student's behaviour.

Lunch-Time Detention and 9-4

Students can be detained for up to an hour at the end of the day. If as a consequence of poor behaviour the school decides to issue a student with an after school detention or extend the days isolation to include an hours after school detention, (9-4), parents will be given notice that day via a telephone call, voice message, text or email.

2) School based and external agency interventions

School-based interventions:

- Form tutor mentoring
- HoY mentoring
- PS mentoring
- ALN interventions /referral
- Time Out Pass
- Social and Communication Intervention
- Pastoral Support Officer Intervention
- Emotional Literacy (ELSA)
- Personalised timetable
- Part-time timetable
- On Site Inclusion intervention
- Thrive
- PSP
- Managed move
- 5-Strike Contract
- One-page profile and Person Centred Tools
- Emotionally Available Adult/Mentor
- Governors Disciplinary Panel
- Report Cards

External Agency interventions:

- School Nurse
- Youth Service
- School based counsellors
- Educational Social Worker (ESW)

- Careers Wales Officer
- Educational Psychologist
- LAC Inclusion Officer
- Police Liaison Officer
- PCSOs
- Alternative Pathways
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- Youth Justice
- Wrexham Young Carers
- Inspire
- XL-Mentoring Wrexham
- CAMHs
- In2change
- Advocacy
- Alternative Provision (EOTAS)
- ITAS referral
- Multi agency meeting
- Stwdio Hafod/Heulfan Referral

3) Fixed-term exclusion

A fixed-term exclusion may result from a serious breach of this policy. It may be a first offence or persistent disruptive behaviour that requires a tougher sanction than detention, but does not warrant permanent exclusion.

The length of a fixed-term exclusion will be set out by the school at the start of the exclusion period. If a student is excluded for more than 45 days in one school year, they will be permanently excluded. A fixed term exclusion will be followed by a 9-4 'Reflection Day' reflecting on the behaviour leading to the fixed term exclusion, including reflection activities aimed to improve behaviour.

A fixed-term exclusion can be changed into a permanent exclusion by the Headteacher if the circumstances warrant it. In this case, parents or guardian will be notified in writing with an explanation of why the change has occurred. During fixed-term exclusions and permanent exclusions, daytime supervision of the child is the responsibility of their parent or guardian.

An excluded student has no automatic right to take public examinations or National Curriculum tests on the school's premises. The governing body can decide whether or not to allow the student to sit the tests, and this will depend on the seriousness of the reason for exclusion.

4) On-site Inclusion Intervention

The school may decide that in the best interest of the student, that they should be removed from mainstream learning and given on-site inclusion intervention. This is a specialist provision on the school site for those students who are repeatedly disengaged with learning and have moved to stage 3 of the behaviour stages (Appendix 4).

Parents will be informed of the decision and regular review meetings will be scheduled to monitor the student's progress with a view to reintegrating them back into lessons. Whilst in intervention, students will be placed on a BIP and participate in small group or individual interventions.

5) Managed Move

It may be in the best interest of a student to be given the chance of a fresh start by moving to another school. This will only occur with consent from their parents, the LA, the Headteacher, and the school's governing body. Normally, new school will be asked by the Headteacher to accept the student for a period of 6 to 12 weeks.

Parents will not be put under any pressure to agree to a managed move, especially in fear of a permanent exclusion, and the school will do everything it can to ensure that the transition is as

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smooth as possible.

If after the agreed period of time the student, parent and the new school are satisfied with the student's attitude and progress they could be offered a permanent place on roll.

6) Permanent exclusion

Permanent exclusion is a school's ultimate sanction and will only be used as an absolute last resort or in response to a very serious incident. In most cases, permanent exclusion will be used only after various interventions have been tried to improve behaviour for learning but have been unsuccessful.

There are, however, some situations in which permanent exclusion on the first offence is the only option. These include but not limited to:

- serious, actual or threatened violence against another student or a member of staff • sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson

It may be necessary for the school to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the governing body to ensure that they are justified and fair. The Headteacher can withdraw an exclusion that has not yet been reviewed by the governing body.

5) Exclusions

All decisions to exclude are serious and only taken as a last resort where the breach of rules is serious. The decision will also be based on information gathered by staff and a final decision is made by applying the principles of "balance of probabilities" rather than "burden of proof" applied in criminal law.

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Appendix 8: Confiscation of inappropriate items

In Wales, section 550AA of the Education Act 1996, inserted under Section 45 of the Violent Crime Reduction Act 2006, introduced a power for Headteachers and other members of school staff to screen any pupil for a knife or other weapon, and search, without consent, a pupil whom they reasonably suspect is carrying a knife or other weapon. The Welsh Government (WG) commenced this power in October 2010. Note that the power is limited to knives and other offensive weapons and does not include other 'prohibited items'.

The school also has the general power to confiscate, retain or dispose of a student's property as a consequence, so long as it is reasonable in the circumstances. Therefore, in addition to knife and other weapons the power to search for "prohibited items" includes :

- Any article or item that has been or is likely to be used to commit an offence, cause personal injury or damage to property, this includes but are not limited to; slings, bats, blades removed from pencil sharpeners etc.
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and smoking paraphernalia eg Vapour/Electric smoking devices • Fireworks
- Pornographic images
- Any other banned item newly identified as posing a risk to the safety of students, staff or others within the school community.

If prohibited items are found as a result of a search:

- Weapons and knives, drugs and extreme or child pornography will always be handed over to the police;
- Staff can seize any item found during the search, which they consider harmful or detrimental to school discipline.

Staff should hand any confiscated items to the main admin office, and make a record of the name of the student and the staff member, date of confiscation and brief description of the item. Items confiscated by the school can be collected by parents except where the school has chosen to dispose of the confiscated items e.g. cigarettes and alcohol.