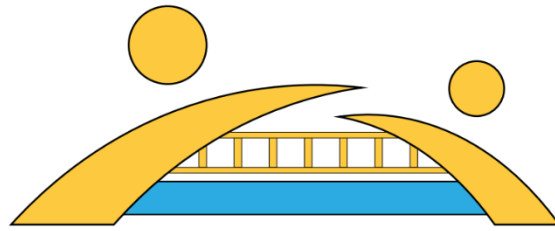


CYNGOR SIR POWYS COUNTY COUNCIL

YSGOL BRO CAEREINION



YSGOL BRO
CAEREINION

Positive Behaviour Policy

	Enw / Name	Llofnod / Signature	Dyddiad / Date
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Terminology

- SLT – Senior Leadership Team
- PaL – Pastoral Leader
- PL – Progress Leader
- ENCIL – An area where learner can reset their behaviour before returning to the classroom
- Smart Devices – includes any mobile communication device and headphones

1. Policy Statement

At Ysgol Bro Caereinion, we will endeavour to enable our young people to be:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

The way in which staff and learners behave on a daily basis towards each other, and their environment is key to achieving these goals.

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our core values with heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff, learners and their families.

2. Roles and Responsibilities

Promoting positive behaviour is the responsibility of the school community as a whole. If it is to be implemented comprehensively, it should also define specific roles, including that of:

- The **Governing Body** in defining the principles underlying the school's behaviour and attendance policy.
- The **Headteacher** in framing a policy which establishes an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes equality for all and, with other members of the senior leadership team, organising support for implementing the policy;
- **Staff** (including support staff and volunteers as well as teachers) in ensuring that the policy is consistently and fairly applied, including to all groups and communities, that learners are taught how to behave well and are encouraged to attend punctually and regularly. As well as providing mutual support and in modelling the high standards of behaviour and punctuality expected from learners;
- The **Governing Body, Headteacher and Staff** in ensuring that all aspects of the school's behaviour and attendance policy and its application promote equality for all pupils. This should be backed up by monitoring of rewards and consequences, to ensure that their distribution does not detract from equal opportunities principles.
- **Learners** in shaping and promoting the school's code of conduct and supporting staff and other learners. This could include being involved in peer mediation and counselling schemes, as well as reporting incidents of bullying, and other misbehaviour or reasons for truancy. Effective policies pay attention to the learners' priorities and draw upon consultation with them. School

councils have a key role to play and in particular would usefully raise the issue of bullying each year and discuss the progress that has been made in tackling it;

- **Parents and Carers** in taking responsibility for their child / children's attendance and their behaviour inside and outside the school. Families should work in partnership with the school to maintain high standards of behaviour and attendance, and in contributing to the policy through consultation;
- Key **LA Officers** such as education welfare officers assigned to the school and members of behaviour support services in their role as advisers supporting the behaviour and attendance of all pupils and specialised support work for individual pupils; and
- the **School's Partners** in external organisations such as social services, health services, Careers Wales, the police and voluntary and community organisations.

3. Principles

Ready, Respectful & Safe

The primary concern for all parents and carers is that their children are happy in school. Happy children make ambitious and confident learners who enjoy success across a range of areas and school based experiences.

Our school has the ethos of 'Community' at its heart. This ethos is one of care, nurture, stability and ambition. Our school family values and encourages collective responsibility, tolerance and an open-minded approach towards each other and our learning. All families face difficult times and it is sometimes necessary to make difficult decisions. Schools are no different and in challenging times strong, resilient leadership is required to carry the school forward. As part of our 'Community' ethos, Ysgol Bro Caereinion learners are encouraged to behave in ways that promote and embody our core values. We expect Ysgol Bro Caereinion learners to be **Ready, Respectful & Safe**.

Ready – Learners should be ready to learn, in the right state of mind and prepared to work promptly from the start of each lesson.

- We will be determined to be the best we can be
- We will wear the correct uniform
- We will be on time for lessons / sessions
- We will bring the correct equipment to all lessons
- We will use our planners to record homework and complete homework and assignments on time
- We will use the opportunities offered to us to participate in extracurricular activities

Respectful – Learners should show respect for themselves, for others and for our environment.

- We listen to and act on all instructions given by members of staff
- We will work respectfully and sensibly in class

- We will be polite and courteous to all members of the school community
- We will respect the school environment and wider community of Llanfair Caereinion and keep the school tidy and free of litter
- We will treat others with dignity
- We will respect the rule that we do not eat in lessons and that only water should be drunk

Safe – Learners should behave in a way that does not cause harm to themselves or others.

- We will make sure we are in the right place at the right time
- We will move around the school in a safe and respectful way
- We will look after others and we will report any concerns regarding other learners to a member of staff
- We will think before we speak out
- We will act as positive role models
- We will ensure that we conduct ourselves appropriately online
- We will stay on school site unless we have permission to do otherwise and then we will sign out at the main school office
- We will refrain from being in possession of anything in school or on school transport that could be described as an offensive weapon or an illegal substance

Parents / Carers and staff also then play a vital role in supporting and developing positive behaviour.

Parents / Carers should:

- Ensure that their child follows the school behaviour policy and have a high standard of behaviour at all times
- Ensure that their child has excellent attendance and arrives on time
- Ensure that all contact details are up to date
- Ensure that their child has the correct uniform for Ysgol Bro Caereinion and wears it to school without exception, at all times. (Informing the school should there be a financial or other issue that prevents this).
- Ensure that their child has all necessary equipment for school (see appendix 1) and are ready to learn at the start of each school day
- Take an interest in their child's work and encourage them to do well and complete homework
- Ensure the school is aware of any concerns that may affect their learning and/or behaviour
- Attend all meetings with teachers/staff to discuss their child's progress. Inform the school if there are any problems or issues that may affect their child's ability to learn
- Log into EduLink regularly and recognise their child's achievements / behaviour

Staff will:

- Support learners to follow the school rules. Refer to '**Ready, Respectful, Safe**' as the positive behaviour principles
- Arrive before the class and begin on time, meeting and greeting learners

promptly at the start of each lesson

- Encourage good attendance and punctuality
- Provide a stimulating, safe and caring learning environment
- Model positive behaviours at all times and seek to build positive working relationships with all their learners
- Adopt a calm and consistent approach to behaviour management
- Apply the positive behaviour policy consistently
- Give first attention to positive behaviours and achievements
- Give visible recognition to effort and attainment by awarding points on EduLink
- Follow up on unacceptable behaviour every time, retain ownership of the incident(s) and engage in reflective dialogue with learners to resolve, rebuild the relationship and move on from the incident(s)

4. Restorative Practice

Ysgol Bro Caereinion is committed to working restoratively with learners to manage conflict and enable learners to progress and reflect.

The aim of restorative practice is to develop our community and to manage conflict and tensions by repairing harm and building relationships. It is about working with people rather than doing things to or for them. It is about offering high levels of support whilst challenging inappropriate behaviour through high levels of control, encouraging acceptance of responsibility and the setting of clear boundaries.

Restorative practices help those being bullied who are experiencing isolation and exclusion by repairing damaged connections and even building them where they do not currently exist.

Procedure

- All incidents of conflict are investigated and statements taken from all perspectives.
- Learners may still have sanctions for their action(s).
- Learners will be encouraged to undertake a restorative session which may be facilitated by the Pastoral Support Staff / AOLE leads / SLT.
- All staff are encouraged to work restoratively with learners to promote better behaviour and create positive relationships.
- Staff and learners can request a restorative session if they feel there are unresolved issues.
- No one is compelled to take part however restorative approaches are strongly encouraged.

Responding to Challenging Behaviour

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

Responding to those harmed by others actions

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?

5. Celebrating Positive Behaviour

Good relationships are fundamental to our positive behaviour management. Staff will encourage and recognise good behaviour first, they will adopt a calm and consistent approach at all times and will use restorative conversations to prevent unacceptable behaviour.

At Ysgol Bro Caereinion we believe in recognising and celebrating all achievements. Positive behaviour, effort and achievement will be recognised and recorded and converted to reward points on EduLink.

Achievement / reward points will be shared with parents / carers daily at 4p.m. via EduLink.

Achievements / Rewards

- Academic achievement
- Excellent effort
- Outstanding work
- Sporting representation
- Good effort in class / homework
- Exceptional effort in class / homework
- Participation in class
- Participation in extra curricular activities
- Helpful
- Courteous
- Good test / exam performance
- Use of the Welsh language
- Attendance
- Volunteer work at school
- Consistent good work / behaviour
- Other

NB: This list is not exhaustive and we reserve the right to award other points where it is deemed necessary.

SLT, Form Tutors, Class Teachers, AOLE Leads, Pastoral Support staff and Learning

Support Assistants will regularly reward these points and celebrate those who are accumulating positives on EduLink in assemblies and tutor time. Learners will also be rewarded through phone calls home, verbal recognition, recognition through EduLink, trips and special events.

Rewards will also be presented to learners for a certain number of points accumulated in a term and may include the following:

- Passes for special events for example a visit from the ice cream van
- Passes to use school facilities – climbing wall / bikes / cooking room
- Movie afternoons
- Activity days
- Hot chocolate
- Extra playtime / golden time
- Passes for early lunch
- Reward events

N.B - Rewards are subject to change throughout the year

6. Managing behaviour

All staff are expected to create and sustain a positive, supportive and secure environment. Well-prepared lessons usually generate good behaviour and earn respect. They should use a range of different strategies to improve behaviour and should seek to avoid escalating any potential conflict. However, the behaviour of learners can vary between subjects / lessons and members of staff and sanctions may need to be applied to reinforce the principles of **Ready, Respectful and Safe.** (Appendix 4)

The Consequence System - Chance, Choice, Consequence

CHANCE - If behaviour does become an issue, teachers should issue a clear '**CHANCE**' warning. A Chance warning is a verbal warning which includes a reminder to the learner of which rule is being broken.

L1 - A second '**CHOICE**' warning will be issued when there is continued disruption of teaching and learning. A second verbal warning which includes a reminder of the rule which is being broken and a consequence will be issued at the teachers discretion (Teacher detention at break or lunchtime).

- It may also include a short period of no more than 2 minutes to calm down outside of the classroom in the corridor.
- A short restorative conversation will need to happen between the teacher and the learner before they rejoin the lesson.
- An L1 will be logged into EduLink under the appropriate action.
- If the learner does not attend the teacher detention, this will be escalated to an L2 detention.

L2 - If the learner continues to disrupt teaching and learning an L2 '**CONSEQUENCE**' will be issued. This will be in the form of a level 2 lunchtime detention where the learner will complete a reflection sheet.

L3 – If the learner does not respond to L2 consequence and continued disruption to teaching and learning occurs the learner should be placed in **‘CLASSROOM WITHDRAWAL at ENCIL’**.

- Pastoral Support to collect the learner or learner to be sent to ENCIL. Teacher to explain why the learner is being removed and learner to take his / her work with them.
- An L3 will be logged into EduLink clearly stating the levels and the reasons for this.
- ENCIL detention will be given as a consequence.
- Teacher to have restorative conversation with the learner regarding their behaviour.

L4 - ‘CALLOUT’ is only used when there is no improvement in behaviour, a learner has refused to go to classroom withdrawal or a serious incident has occurred. Staff requiring an L4 should use CALLOUT on Edulink. The learner will be removed and placed in **CLASSROOM WITHDRAWAL - ENCIL** to work for the remainder of the lesson.

- An agreement is made to modify behaviour in the following lesson plus an appropriate consequence applied depending on the severity of the behaviour.
- An L4 will be logged into EduLink and parents will be contacted by the Pastoral Support Team / SLT.

All detentions set by classroom teachers will be sent to the parent/carer and learner via EduLink. However, there may be occasions where parents/carers may need to be contacted via email or telephone.

C System Summary Table			
(Consequence)	What	Action	Log on EduLink
	Chance	Verbal Warning	No
L1	Choice	1:1 discussion Detention (Teacher discretion) Escalated to AOLE lead if does not attend or persistently receives level 1's.	Yes - teacher
L2	Consequence	Discussion with learner outside class L2 detention Escalated to ENCIL / PL if does not attend or persistently receives level 2's	Yes - teacher
L3	Classroom Withdrawal	Removed to ENCIL Teacher to have restorative discussion Encil detention	Yes – teacher
L4	Call SLT	Removed by SLT – Encil detention / internal exclusion / fixed term exclusion	Yes – Pastoral Support Team / SLT

The behaviour flow chart (**Appendix 3**) will be used to support learners who display persistent disruptive behaviour. A learner will be placed on stage one if initiatives before hand are not having an impact on the learner's behaviour. At each stage of the flow chart there are support strategies that will be explored that best suit the individual. Each stage has a different time scale for a review meeting. At the end of the specified period of time, if a learner's behaviour has improved then they will

move down a stage. If the behaviour continues to be unacceptable then the learner will move to the next stage, and more initiatives explored.

7. Exclusions

There are 3 types of exclusion

- ✓ Internal Exclusion
- ✓ Fixed Term Exclusion
- ✓ Permanent Exclusion

Internal Exclusion - Learners can be placed in ENCIL following a range of incidents and for short periods following an incident and during an investigation. ENCIL is a supervised space and learners are not allowed to mix with their peers at breaktime and lunchtime. While in ENCIL, the learners will put all personal belongings in a secure area, the learner will receive work from teachers and it will be supervised by the Pastoral Support Team. Learners will have access to lunch and break facilities, and toilets but will not be allowed to socialise at break or lunchtimes with peers (learners in ENCIL will be placed in ENCIL detention at lunchtime). While in ENCIL, learners will need to be **Ready, Respectful and Safe** and engage in restorative approach as deemed appropriate.

Parents/carers will be notified of an ENCIL placement by telephone / email / EduLink. Learners must never be left alone in ENCIL and should be in full view of the member of staff and throughout their stay.

When a learner displays further challenging behaviours in ENCIL and is disrupting the learning of others then the Pastoral Support staff and/or SLT will contact home and parents will be invited in to discuss a positive way forward. Disrupting ENCIL or choosing not to attend could result in a Fixed Term Exclusion.

Fixed term Exclusion - the learner is temporarily removed from school. A decision to exclude a learner for a fixed term can only be made by the Headteacher. Prior to returning to school, a member of SLT and the Progress leader will meet with parents/carers and the learner; this is called a re-integration meeting and will be used to formulate and outline plans to prevent further exclusions.

Learners who receive a fixed term exclusion will automatically begin on stage 2 of the behaviour flowchart.

Permanent Exclusion - the learner is permanently excluded. A decision to exclude a learner permanently can only be made by the Headteacher and should only be taken in response to a serious breach or persistent breaches of the school's positive behaviour policy or where allowing the learner to remain in school would seriously harm the education or welfare of the learner and/or others in the school.

For fixed and permanent exclusion the following guidance is followed [Exclusion from schools and pupil referral units \(PRU\) | GOV.WALES](#)

8. Uniform and Equipment Expectations

Learners are expected to wear full uniform as described in our school uniform policy. They are also expected to be ready to learn and bring the correct

equipment with them to school (for a full list of equipment see Appendix 1)

Each morning tutors will be checking that their learners are in the correct uniform and have the correct equipment. If the learner does not have the right equipment or uniform, it will be logged on EduLink.

If the issue is a social/financial one, then school must be informed for support to be offered. If a learner persistently fails to wear correct uniform the matter is referred to the Progress Leader who will arrange further sanctions including lunchtime detentions or ENCIL.

9. Behaviour in Examinations

Examinations are an important tool in assessing progress. Learners will be advised of the timings of the examinations and issued with an examination timetable.

Learners must:

- ✓ arrive at the correct location at the published time;
- ✓ enter the examination room in silence;
- ✓ remain in silence throughout the examination and until all papers are collected;
- ✓ wait to be dismissed by the invigilators in silence;
- ✓ bring the correct equipment to the examination;
- ✓ not take any smart devices into the examination room.

The same rules apply for external examinations. The rules for public examinations are set out by the JCQ. The consequences of examination infringement can be found on the JCQ website. The rules for conduct of examinations are available from the Examinations Officer. For further information please refer to [Information for candidates documents - JCQ Joint Council for Qualifications](#)

10. Behaviour off school site including Behaviour on School Transport

Sanctions may be applied where a learner has misbehaved off site when representing the school. This means misbehaving when a learner is:

- ✓ Travelling to and from school
- ✓ Taking part in any school-organised or school-related activity, for example school trips
- ✓ Wearing school uniform
- ✓ In any other way identifiable as a learner of our school

Learners travelling on school transport are expected to follow the School Bus Travel Behaviour Code. Failure to follow the behaviour code may result in bus passes being revoked –For further information please refer to - [school-bus-travel-behaviour-code-a4.pdf \(gov.wales\)](#).

Consequences may also be applied where a learner has misbehaved off-site at any time, whether or not the conditions above apply, if the behaviour:

- ✓ Could have repercussions for the orderly running of the school
- ✓ Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the learner is

under the lawful control of the staff member, for example on a school organised trip.

11. Smart Devices / Phones and Headphones

Smart devices and headphones are not permitted in school. If a learner needs their smart device after school, they can hand it in at the office and collect before the end of the day.

12. Bullying

Bullying is treated very seriously at Ysgol Bro Caereinion and we welcome any information that helps us to deal with all kinds of bullying. If a learner feels they are being bullied, they should talk to their classteacher / tutor or any member of staff they feel comfortable with and it will be reported to their Progress Leader for further investigation.

If any learner, parent/carer or member of staff is concerned that a learner may be a victim of bullying they must also report it to the appropriate Progress Leader for further investigation. Staff will be trained in Restorative Practice to enable them to deal appropriately with learner conflict. Staff will seek to use restorative conversations to help repair learner relationships. All bullying including cyber-bullying will be dealt with under the school's anti-bullying policy.

For further information please refer to the Anti Bullying Policy.

13. Incidents of Hate Crime

Any crime can be prosecuted as a hate crime if the offender has either: demonstrated hostility based on race, religion, disability, sexual orientation or transgender identity OR been motivated by hostility based on race, religion, disability, sexual orientation or transgender identity ([Hate crime | The Crown Prosecution Service \(cps.gov.uk\)](https://www.cps.gov.uk/hate-crime))

All incidents of discrimination will be investigated by the Progress Leaders or SLT. Where the outcome of the investigation demonstrates hostility based on race, religion, disability, sexual orientation or transgender identity OR been motivated by hostility based on race, religion, disability, sexual orientation or transgender, parents/carers will be informed as soon as possible, and the appropriate consequences issued. This will include informing and working with the police and reporting the incidents to the Local Education Authority.

14. Sharing of Offensive Material online / via social media

This is deemed as unacceptable and inappropriate. The learner will be removed from circulation until parents/carers are contacted and relevant outside agencies (including the Police if necessary) have been contacted and advice taken, where appropriate sanctions will be imposed. Downloading and/or manipulation of photographs of peers or staff and circulating them on social media is a serious matter and appropriate consequences will be imposed. Learners must not take photographs or record staff or peers.

15. Use of Reasonable Force

All school staff members have a legal power to use reasonable force to prevent learners committing a criminal offence, injuring themselves or others, or damaging

property; and to maintain good order and discipline amongst learners.

Some examples of situations where reasonable force might be used are:

- ✓ to prevent a learner from attacking a member of staff, or another learner, or to stop a fight between two or more learners;
- ✓ to prevent a learner causing serious, deliberate damage to property;
- ✓ to prevent a learner causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- ✓ to ensure that a learner leaves a classroom where the learner persistently refuses to follow an instruction to do so;
- ✓ to prevent a learner behaving in a way that seriously disrupts a lesson;
- ✓ to prevent a learner behaving in a way that seriously disrupts a school sporting event or school visit.

The judgment on whether to use force and what force to use should always depend on the circumstances of each case and - crucially in the case of learners with ALN and/or disabilities - information about the individual concerned. In a situation where reasonable force was used a record of the incident should be made as soon as practically possible, while the incident is still easy to recall.

For further guidance please refer to [Title of Document: \(gov.wales\)](#) – safe and effective intervention - use of reasonable force and searching for weapons.

16. Searching and Confiscation

Staff have the authority to search learner possessions (including bags and lockers) without their consent if there are reasonable grounds for doing so. Reasonable grounds are if they suspect a learner has possession of certain prohibited items and Police will be contacted. Those who have a prohibited item will have the offending article removed from them. This will not be returned to the learner. The parent/carer will be informed and may request permission to pick the article up from the school. A decision about whether this will be granted will be made in liaison with the police. A learner will be removed from circulation while the investigation takes place.

For further guidance please refer to [Title of Document: \(gov.wales\)](#) – safe and effective intervention- use of reasonable force and searching for weapons

17. Sexual Harassment (including sexual violence)

How sexual harassment is defined in law:

In England and Wales, the legal definition of sexual harassment is ‘when someone carries out unwanted sexual behaviour towards another person that makes them feel upset, scared, offended or humiliated. It is also when someone carries out this behaviour with the intention of making someone else feel that way. This means that it can still be sexual harassment even if the other person didn’t feel upset, scared, offended or humiliated.’

The Equality Act 2010 says someone sexually harasses another person if they:

- engage in unwanted conduct of a sexual nature and
- the conduct has the purpose or effect of either violating the other person’s dignity or

- creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

This unwanted sexual conduct can happen in person, on the phone, by text or email, or online. Both the harasser and the victim or survivor can be of any gender.

Sexual harassment includes a really wide range of behaviours, such as:

- Sexual comments or noises – for example, catcalling or wolf-whistling.
- Sexual gestures.
- Leering, staring or suggestive looks. This can include looking someone up and down.
- Sexual ‘jokes’.
- Sexual innuendos or suggestive comments.
- Unwanted sexual advances or flirting.
- Sexual requests or asking for sexual favours.
- Sending emails or texts with sexual content – for example, unwanted ‘sexts’ or ‘dick pics’.
- Sexual posts or contact on social media.
- Intrusive questions about a person’s private or sex life.
- Someone discussing their own sex life.
- Commenting on someone's body, appearance or what they’re wearing.
- Spreading sexual rumours.
- Standing close to someone.
- Displaying images of a sexual nature.
- Unwanted physical contact of a sexual nature – for example, brushing up against someone or hugging, kissing or massaging them.
- Stalking.
- Indecent exposure.
- Taking a photo or video under another person's clothing – what is known as 'upskirting'.

Sexual harassment is a form of unlawful discrimination under the Equality Act 2010. For further information and guidance please refer to - [What is sexual harassment? | Rape Crisis England & Wales](#)

18. Pastoral Support System to Support Positive Behaviour

All year groups have a Progress Leader who are responsible for overseeing all aspects of learner academic progress, behaviour, attendance and wellbeing. However, Progress Leaders have a teaching commitment so may not always be able to deal with incidents during the school day.

The pastoral support team will be available to support learners throughout the school day and will work with the Progress Leaders and/or SLT and will deal with incidents throughout the school day and contact parents where necessary.

Progress Leaders

PL's are responsible for both academic and pastoral care of the learners in their year groups. They will monitor all aspects of behaviour, attendance and participation in school life. When a learner's behaviour, attendance or wellbeing is a cause for concern the PL will organise a pastoral support meeting to address the issues. PL

will work closely with the tutors, pastoral support staff and SLT to improve outcomes for all learners.

Pastoral Support

The Pastoral Support Leader is Mrs Manon Watkin. She leads a team of experienced staff who are committed to improving the behaviour and emotional wellbeing of learners at Ysgol Bro Caereinion. Mrs Watkin is supported by Mrs Caroline Evans.

If learners experience difficulty in behaving appropriately, staff will follow the classroom sanctions procedure. If a learner fails to respond to this they may be placed in ENCIL which will be staffed. While in the ENCIL, learners will have the opportunity to reflect on their behaviour and develop strategies to improve their behaviour in the future.

Outside agencies and other types of support

Learners who need additional support will have access to a number of additional services. This can include:

- Youth Workers
- ELSA - Emotional Literacy Support Assistants
- Kooth
- Art Therapist
- Educational Psychologist
- School Nurse
- CAMHS - Child and Adolescent Mental Health Service.
- Schools in Reach project
- PYJ - Powys Youth Justice
- CAIS - Powys young person's substance misuse programme
- Police School Liaison Officer
- PSCO - Police Community Support Officer
- CREDU - Powys Young Carers
- Social Services support
- Early Help Team support
- TAF - Team Around the Family support
- MFCC - Montgomeryshire Family Crisis Centre
- YIS - Youth Intervention Service
- Powys Careers Service
- SALT - Speech and Language Therapy
- OT - Occupational Therapy
- Physiotherapist
- Pastoral/Emotional Support from Hafan
- Sensory Services -
- CAF/CASS
- Advocacy Services

19. Training

Staff are provided with training on behaviour management throughout the school year and as part of their induction process. Behaviour management training will also form part of continued professional development.

20. Monitoring and Evaluating

This policy will be regularly reviewed and updated where necessary by the Governors, Headteacher and SLT.

Appendix 1- Equipment

Essential Equipment List for Secondary Phase Learners

- Planner
- Pens
- Pencils
- Ruler
- Rubber
- Pencil Sharpener
- Calculator
- Protractor
- A pair of compasses
- Coloured pencils

Appendix 2 – Consequence Guidelines

Consequence Guidelines		
Action	Consequence	Persistent Issues (monitored on EduLink)
<p>Failure to be ready for school</p> <ul style="list-style-type: none"> ✓ Incorrect Uniform in registration / lessons ✓ Incorrect Equipment in registration / lessons ✓ No or incorrect PE Kit 	<p>Logged into EduLink by Tutor / Class teacher</p>	<p>Parents to be informed</p> <p>Logged into EduLink</p>
<p>Failure to be ready for school</p> <ul style="list-style-type: none"> ✓ No Planner 	<p>Logged into EduLink by Tutor</p>	
<p>Failure to be ready for the lesson</p> <ul style="list-style-type: none"> ✓ Late (10 minutes late or less) ✓ No Homework 	<p>Logged into EduLink by Teacher</p>	<p>1 x Encil Detention</p> <p>Logged into EduLink by teacher</p>
<p>Failure to be respectful in lesson</p> <ul style="list-style-type: none"> ✓ Failure to follow instructions ✓ Talking over others ✓ Inappropriate language ✓ Lack of Work ✓ Not respecting classroom environment ✓ Classroom Withdrawal ✓ Leaving lesson without permission ✓ Eating / Chewing in lesson 	<p>10 minute teacher detention@ break time or lunch time -Teacher</p> <p>Logged into EduLink by Teacher.</p>	<p>1 x Encil Detentions</p> <p>Logged into EduLink</p>
<p>Failure to be respectful in lesson – inappropriate use of mobile or headphones – not directed by member of staff</p>	<ul style="list-style-type: none"> ✓ Phone / headphones out in lesson when not directed by teacher – L1 Choice Warning issued ✓ Phone / headphones out in lesson after Choice warning - An L2 Consequence issued ✓ Learner refuses to put phone / headphones away OR persistent use – An L3 issued- learner removed to ENCIL for the rest of the lesson. 	
<p>PL will monitor behaviour regularly and if an individual is persistently showing behavioral issues across the whole school the PL will take the lead on the consequences and devise action plans for specific individuals and their needs including the use of report cards.</p>		

The consequence guidelines below are for issues that may occur in or out of the classroom and are more serious in nature.

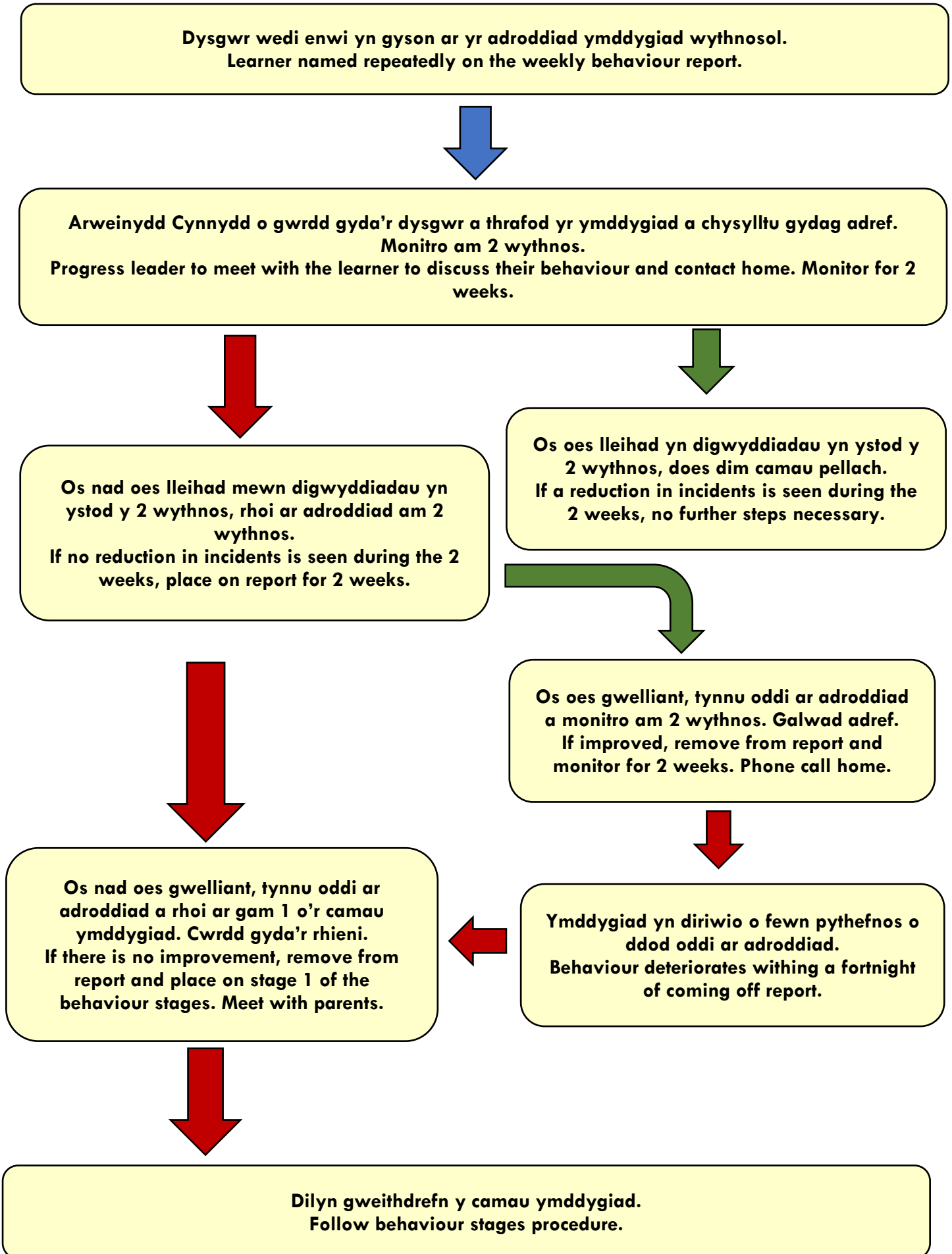
Further Consequence Guidelines	
Littering	Logged into EduLink
Late to school	Monitored by attendance on EduLink Follow attendance pathway, meeting with EWO Logged into EduLink
Inappropriate behaviour in a fire drill	Logged into EduLink
Truancy (10 minutes late or more regularly)	<ul style="list-style-type: none"> ✓ Registration – 1x Detention ✓ 10-20 minutes late- 1 x Detention ✓ 20 plus minutes late – ENCIL Detentions ✓ Full lesson – ENCIL / Fixed Term Exclusion ✓ Persistently missing lessons – further appropriate sanctions/ENCIL/ parental involvement/report card – monitored by PL ✓ Logged into EduLink
Refusal to go to Classroom withdrawal	6 x Lessons in ENCIL (Internal Exclusion) Logged into EduLink
Failure to behave respectfully in HAFAN / ENCIL	Parental involvement and may result in Fixed Term Exclusion Logged into EduLink
Bus Incidents on school transport	PL's and SLT to apply appropriate sanctions depending on incident. Logged into EduLink
Leaving school site without permission	1 st Offence – Internal exclusion 2 nd Offence – Fixed term exclusion Logged into EduLink
Vandalism of school property / criminal damage	Detentions or ENCIL and charge for repair/cleaning/replacement of items/ Police maybe involved. Appropriate consequence for primary phase pupils Logged into EduLink
Inappropriate use of ICT/Smart Devices -Filming or photographing learner /staff without permission	Sanctions may result in time in ENCIL and other appropriate sanctions May result in Fixed Term Exclusion Formal procedures followed-Logged into EduLink

Bullying	Please see our Anti Bullying Policy Consequences may include time in ENCIL, parental involvement, police involvement, restorative education package, or may result in fixed term or permanent exclusion Logged into EduLink
Smoking / Vaping (including on journey to and from school)	1 st offence – 1 day in ENCIL and parents contacted 2 nd offence – Fixed term exclusion Persistent – Risk of permanent exclusion Formal procedures followed-Logged into EduLink
Substance Misuse (this may include legal and illegal substances)	May result in Fixed / Permanent Exclusion Formal procedures followed-Logged into EduLink
Possession of an illegal substance	Permanent Exclusion Formal procedures followed-Logged into EduLink
Supply/Dealing of illegal substances	Permanent Exclusion Police informed Formal procedures followed-Logged into EduLink
Swearing at a member of staff	Fixed Term Exclusion plus other necessary sanctions- External Agency Support Formal procedures followed-Logged into EduLink
Physical Assault on Learner (Unprovoked / provoked)	Fixed Term or Permanent Exclusion Logged into EduLink
Physical Assault member of staff	Fixed Term Exclusion or Permanent Exclusion – dependent on severity of incident Formal procedures followed-Logged into EduLink
Behaviour that may be deemed a Hate Crime	Consequences may include time in ENCIL, parental involvement, police involvement, restorative education package, or may result in fixed term or permanent exclusion Logged into EduLink
Sexual Harassment	Consequences may include time ENCIL, parental involvement, police involvement, restorative education package, or may result in fixed term or permanent exclusion Logged into EduLink
Possession of an offensive weapon	May result in Permanent Exclusion Formal procedures followed-Logged into EduLink
Arson	Permanent Exclusion Formal procedures followed-Logged into EduLink

N.B

- ✓ SLT / PL's reserve the right to continue with lesser or further actions which fall outside of the prescribed consequences depending on the individual circumstances surrounding the incident
- ✓ This is not an exhaustive list, as such, the school reserves the right to add further actions and /or consequences to the list at any time
- ✓ Sanctions can be flexible depending on the reason for the action circumstances surrounding the incident
- ✓ SLT and PL's will endeavour to keep all parties up to date with situations that may affect a learner within the classroom
- ✓ Learners who have had serious behavioural incidents or many lower-level incidents may not be permitted to take part in school events, trips, sporting activities and fixtures.
- ✓ This decision will be taken prior to the school trip/event being launched and will be decided by the Headteacher in collaboration with the rest of the SLT team and the PL's. Parents will be made aware of this decision. If a child is not allowed to participate in one school trip/event it does not mean that they will miss out on all trips/events, especially if their behaviour significantly improve

Appendix 3 – Behaviour Procedures



Cam 1: Pryder Ymddygiad – Arweinydd Cynnydd (AC) a'r Cyswllt Uwch Dim Arwain (UDA)	Stage 1: Behaviour Concerns - Progress Leader (PL) & Senior leadership team link (SLT)
<ul style="list-style-type: none"> Cwrdd gyda'r dysgwr (AD) Bydd pob rhiant yn cael ei hysbysu a'i galw cyn (os yn bosibl) neu ar yr adeg yma (AD) Monitro agosach i ddigwydd. Pwyntiau EduLink, cadw, L1, L2 ac L3, ENCIL - Ymgyfraniad asiantaethau allanol 	<ul style="list-style-type: none"> Meeting with learner (PL) All Parents will be informed and called before (if possible) or at this stage (PL) Closer monitoring to take place. EduLink points, detentions, L1, L2's and L3s, ENCIL's - External agencies involvement
Adolygiad AD: 4 wythnos (Gwellhad yn gallu golygu lleihau cam, dirywiad yn cynyddu)	PL Review: 4 weeks (Improvement can result in decreasing a stage, deterioration will increase)

Cam 2: Cyfarfod AD a UDA	Stage 2: PL & SLT meeting
Dirywiad o Gam 1/3 ENCIL/1 Gwaharddiad/Pryderon Ymddygiad Pellach <ul style="list-style-type: none"> Cyfarfod gyda Rhieni a'r dysgwr (AD&UDA) CDU i'w creu/diweddaru a'i rhoi i'r Cydlynnydd ADY os yn gymmwys (CydADY) Cytundeb Ymddygiag Unigol i'w creu a'i arwyddo (AC) Ymgyfraniad asiantaethau allanol 	Deterioration from Stage 1/3 ENCIL's/1 Exclusion/Further Behaviour Concerns <ul style="list-style-type: none"> Meeting to be held with Parents and learner (PL&SLT) IDP to be created/updated & given to ALN coordinator if applicable (ALNCo) Individual Behaviour Contract to be created and signed (PL) External agencies involvement
Adolygiad AD: 6 wythnos (Gwellhad yn gallu golygu lleihau cam, dirywiad yn cynyddu)	PL Review: 6 weeks (Improvement can result in decreasing a stage, deterioration will increase)

Cam 3: Panel Ymddygiad – Prifathro/SLT/AC	Stage 3: Behaviour Panel - Headteacher/SLT/PL
Dirywiad o Gam 2/Digwyddiadau pellach o'r cyfarfod UDA/3 Gwaharddiad <ul style="list-style-type: none"> Cynllun Cymorth Bugeiliol (PSP) i'w creu (CydADY/AC) Cytundeb newydd gyda calyniadau wedi'u hamlinellu'n glir ar gyfer camymddwyn pellach (UDA) Trafod darpariaeth cwricwlwm amgen a throsglwyddiad rheoledig i'w drafod (CydADY/PL) 	Deterioration from Stage 2/Further incidents from SLT meeting/3 exclusions <ul style="list-style-type: none"> Pastoral Support Plan (PSP) created (ALNCo/PL) New contract with consequences clearly outlined for further misdemeanours (SLT) Alternative curriculum provision discussed and managed move transfer to be discussed (ALNCo/PL) Referral to Behaviour Support Service
Adolygiad AD: 8 wythnos (Gwellhad yn gallu golygu lleihau cam, dirywiad yn cynyddu)	PL Review: 8 weeks (Improvement can result in decreasing a stage, deterioration will increase)

Cam 4: Panel Llywodraethwyr – Llywodraethwyr/Prifathro/UDA/AC	Stage 4: Governors' Panel – Governors/Headteacher/SLT/PL
Dirywiad o Gam 3/Digwyddiadau pellach o'r Panel Ymddygiad (e.e. 3 i 5 Gwaharddiad) <ul style="list-style-type: none"> Cwrdd gyda panel ymddygiad y Llywodraethwyr Diweddarau'r PSP (CydADY/AC) Swyddog Cynhwysiant Powys wedi'i hysbysu a'i wahodd i fynychu cyfarfod panel (UDA) Trosglwyddiad rheoledig i'w ymchwilio. Canlyniadau Gwahardd Parhaol wedi'u hesbonio'n glir (Llywodraethwyr) 	Deterioration from Stage 3/Further incidents from Behaviour Panel (e.g. 3 to 5 exclusions) <ul style="list-style-type: none"> Meeting with Governors behaviour panel PSP Updated (ALNCo/PL) Powys Inclusion Officer informed and invited to attend panel meeting (SLT) Managed transfer to be investigated. Consequences of Permanent Exclusion clearly explained (Governors)
Adolygiad PA: 10 – 12 wythnos (Gwellhad yn gallu golygu lleihau cam, dirywiad yn cynyddu)	HT Review: 10 - 12 weeks (Improvement can result in decreasing a stage, deterioration will increase)

Cam 5: Gwaharddiad Parhaol/Addysg Arall
Stage 5: Permanent Exclusion/Alternative Education

Noder, os mae dysgwr ar un o'r camau ymddygiad isod, mae'n bosib y byddent yn cael ei atal rhag chwarae mewn gemau chwaraeon a rhag mynd ar dripiâu. **Disgwylir i'r arweinydd bugeiliol fod yn rhan o bob cam.**

Please note if a learner is on a behaviour stage, they may be stopped from attending sporting fixtures and trips. **It is expected that the pastoral leader is involved in each stage.**

Appendix 4 – READY, RESPECTFUL AND SAFE

Ready – Learners should be ready to learn, in the right state of mind and prepared to work promptly from the start of each lesson.

- We will be determined to be the best we can be
- We will wear the correct uniform
- We will be on time for lessons / sessions
- We will bring the correct equipment to all lessons
- We will use our planners to record homework and complete homework and assignments on time
- We will use the opportunities offered to us to participate in extracurricular activities

Respectful – Learners should show respect for themselves, for others and for our environment.

- We listen to and act on all instructions given by members of staff
- We will work respectfully and sensibly in class
- We will be polite and courteous to all members of the school community
- We will respect the school environment and wider community of Llanfair Caereinion and keep the school tidy and free of litter
- We will treat others with dignity
- We will respect the rule that we do not eat in lessons and that only water should be drunk

Safe – Learners should behave in a way that does not cause harm to themselves or others.

- We will make sure we are in the right place at the right time
- We will move around the school in a safe and respectful way
- We will look after others and we will report any concerns regarding other pupils to a member of staff
- We will think before we speak out
- We will act as positive role models
- We will ensure that we conduct ourselves appropriately online
- We will stay on school site unless we have permission to do otherwise and then we will sign out at the main school office
- We will refrain from being in possession of anything in school or on school transport that could be described as an offensive weapon or an illegal substance