YSGOL LLANFYLLIN

Positive Behaviour Policy
2022-2023

Barod, Parchus, Diogel

Ready, Respectful, Safe

Uwch Arweinydd/Senior Leader: Mrs Jenna Graham

Cadeirydd y Llywodraethwyr/Chair of Governors: Mr G Hunter

Llofnod/Signed: G Hunter
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Contents

Terminology

- ✓ SLT – Senior Leadership Team
- ✓ PM – Progress Managers
- ✓ DOL- Director of Learning
- ✓ RESET – A area where pupils can reset their behaviour before returning to the classroom
- ✓ Smart Devices – includes any mobile communication device and headphones

1. **<u>Policy Statement</u>**

At Ysgol Llanfyllin, 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 pupils 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. Our behaviour policy guides staff to teach self-discipline not blind compliance. 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 pupils 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 pupils;

- ✓ 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.

- ✓ **Pupils** in shaping and promoting the school's code of conduct and supporting staff and other pupils. 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 pupils' 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 – creating a happy school with '*Teulu*' at its heart

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 subjects and school based experiences.

Our school has the ethos of '*Teulu*' (Welsh for family) 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 *'Teulu'* ethos, Ysgol Llanfyllin pupils are encouraged to behave in ways that promote and embody our core values. We expect Llanfyllin pupils to be **Ready, Respectful & Safe.**

Ready – **Pupils 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 – **Pupils 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 Llanfyllin 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
- ✓ We will only use smart devices in green zones or when a teacher directs us to. For the rest of the time, we will switch off any smart device and put it into our bag

Safe – **Pupils 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

Parents/Carers and staff also then play a vital role in supporting and developing positive behaviour and as a school we expect

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 Llanfyllin 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 ClassCharts regularly and recognise their child's achievements/behaviour- http://www.classcharts.com

Staff will:

✓ Support pupils 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 pupils 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 pupils
✓ 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 ClassCharts
✓ 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 Llanfyllin is committed to working restoratively with pupils to manage conflict and enable pupils 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.
- ✓ Pupils may still have sanctions for their action(s).
- ✓ Pupils will be encouraged to undertake a restorative session which may be facilitated by the Internal Exclusion Manager/ Pastoral Support Managers /PM/SLT.
- ✓ All staff are encouraged to work restoratively with pupils to promote better behaviour and create positive relationships.
- ✓ Staff and pupils 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 your 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 Llanfyllin we believe in recognising and celebrating all achievements. Positive behaviour, effort and achievement will be recognised and recorded and converted to reward points on ClassCharts. Pupils will be able to exchange their reward points for items in the ClassCharts reward shop (if pupils have not got access to the app they will be given opportunities to exchange them within school).

House System

The reward points will also feed into a whole school house system. Using a house point system has been shown to have a positive impact on motivation and behaviour, as well as encouraging a sense of identity and belonging among pupils. Such systems include all pupils, and help develop a variety of skills other than academic. A sense of camaraderie, teamwork and healthy competition is nurtured, which contributes to a thriving school culture.

Each pupil in Ysgol Llanfyllin will belong to a house and will compete in inter-house activities throughout the year to contribute points for their House. At the end of the school year, a House Points Cup will be presented to the House with the most points. Also the pupil with the most points in each house/year group will also be recognised.

Reward Points

Guide for Awarding Points	Awarded By	Amount/Number
Lesson Attendance	Automatic	1 per lesson
Secondary -Ready to Learn (no signatures in your planner for uniform or equipment Primary- Ready to Learn throughout the week	Primary Teacher /Form Tutor on a Friday	5 points
Being respectful in your lesson	All teacher	2 per lesson
Excellent Classwork	All teachers	2 per lesson
Excellent Homework	All teachers	2 per lesson
Helpfulness/contribution in lesson	PM/Form Tutors	3 per lesson
Gorau Glas winners	Primary teachers	10 per week
Excellent use/attitude towards the welsh language	All teachers	5 per lesson
Extra-Curricular	All teachers	5 per activity per week
Representing school	All teachers	10 per activity
Good citizenship	All teachers	5 per activity
Outstanding Achievement/Progress (SMID)	Progress Managers	10 per data drop
Outstanding Effort on Reports (A/B Effort)	Progress Managers	10 per data drop
100% Attendance	Automatic	20 points per half term
Good Attendance (95%+)	Attendance Officer	15 points per half term
Punctuality (No lates recorded in one week)	Attendance Officer	12 points per half term

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

Form Tutors, Class Teachers, DOL, PM and Learning Support Assistants will regularly reward these points and celebrate those who are accumulating positives on ClassCharts in assemblies and tutor time. Pupils will also be rewarded through phone calls home, verbal recognition, badge recognition through ClassChart, trips and special events. Pupils will also be able to purchase rewards with their points through the ClassCharts app. There will be a variety of rewards to purchase such as:

- ✓ Queue jump passes
- ✓ Stationery
- ✓ Sports equipment
- ✓ Food
- ✓ Hot and cold drinks

The following awards will be presented half termly in assemblies:

- ✓ Certificates
- ✓ Medals
- ✓ Vouchers

Passes will also be presented to pupils 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 – swimming pool/climbing wall/bikes/cooking room
- ✓ Movie afternoons
- ✓ Activity days

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 pupils can vary between subjects and members of staff and sanctions may need to be applied to reinforce the principles of **Ready, Respectful and Safe.**

The C (Consequence) System - Chance, Choice, Consequence

C1 - If behaviour does become an issue, teachers should issue a clear '**CHANCE'** warning. A C1 Chance warning is a verbal warning which includes a reminder to the pupil of which rule is being broken.

C2 - 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 (see guidelines blow). It may also include a short period of no more than 3 minutes to calm down outside of the classroom in the corridor. A short restorative conversation will need to happen between the teacher and the pupil before they rejoin the lesson. A C2 warning will be logged into ClassCharts under the appropriate action. Pupils to record this consequence in their planner. If the pupil fails to turn up for the consequence please follow the detention structure (see below).
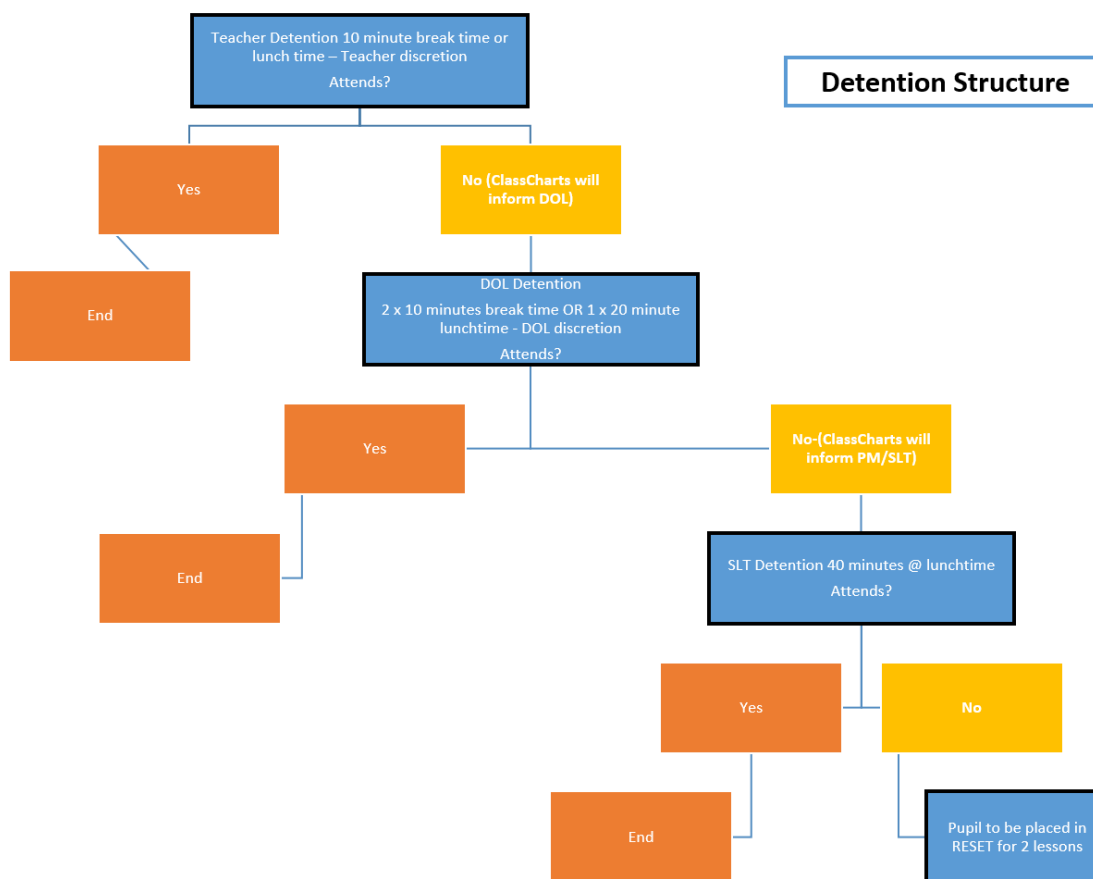
C3 – If the pupil does not respond to C2 consequences and continued disruption to teaching and learning occurs the pupil should be placed in **'CLASSROOM WITHDRAWAL'**. The pupil should be sent with their work and an email to the receiving teacher and an appropriate consequence issued. A C3 will be logged into ClassCharts. If the pupil refuses to go to classroom withdrawal, please email oncall@llanfyllin.powys.sch.uk for assistance. DOL (Secondary Phase) and the Assistant Headteacher in charge of the Primary Phase are responsible for producing internal withdrawal timetables.

C4 - **'CALL SLT'** is only used when there is no improvement in behaviour, a pupil has refused to go to classroom withdrawal or a serious incident has occurred. Staff requiring a C4 should either e-mail oncall@llanfyllin.powys.sch.uk or phone reception. The pupil will be removed and placed in RESET to work for the remainder of the lesson. The pupil will be brought to see the member of staff by the PM/RESET Manager or SLT for a short restorative conversation at an agreed time before next lesson. An agreement is made to modify behaviour in the following lesson plus an appropriate consequence applied. A C4 will be logged into Class charts and parents will be contacted by the PM/RESET Manager or SLT via a phone call or email.

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

C System Summary Table			
C (Consequence)	What	Action	Log on CC
C1	Chance	Verbal Warning	No
C2	Choice	Secondary -Consequence (see table) + 5 minutes time out if necessary Primary – Appropriate time out	Yes - teacher
C3	Classroom Withdrawal	Consequence (See table) + send work to withdrawal	Yes - teacher
C4	Call SLT	Removed by SLT and placed in RESET oncall@llanfyllin.powys.sch.uk	Yes–SLT / RESET Manager

Consequence Guidelines		
Action	**Consequence**	**Persistent Issues** (monitored on ClassCharts by PM)
Failure to be ready for school ✓ Incorrect Uniform in Registration/lessons ✓ Incorrect Equipment in Registration/lessons ✓ No or incorrect PE Kit	Signature on tutor checklist 3 signatures in a week – 10 minute SLT Detention at lunchtime in TG3 Logged into ClassCharts by Tutor	SLT detention at lunchtime (40 Minute) PM to contact home May result in time in RESET Logged into ClassCharts
Failure to be ready for school ✓ No Planner	1 x SLT Detention at lunchtime Logged into ClassCharts by Tutor	
Failure to be ready for the lesson ✓ Late (10 minute late or less) ✓ No Homework	10 minute teacher detention @ break time or lunch time- Teacher discretion Logged into ClassCharts by Teacher	2 x SLT detentions at lunchtime (40 Minute) PM or SLT to contact home May result in time in RESET Logged into ClassCharts
Failure to be respectful in lesson ✓ Failure to follow instruction ✓ Talking over others ✓ Inappropriate language ✓ Lack of Work ✓ Not respecting classroom environment ✓ Classroom Withdrawal ✓ Leaving lesson without permission ✓ Eating/Chewing in lesson	10 minute teacher detention @ break time or lunch time - Teacher discretion Logged into ClassCharts by Teacher.	2 x SLT detentions at lunchtime (40 Minute) PM or SLT to contact home May result in time in RESET Logged into ClassCharts
Failure to be respectful in lesson – inappropriate use of mobile or headphones – not directed by member of staff and in red zones	✓ Phone/headphones out in lesson when not directed by teacher – **C1 Chance Warning** issued ✓ Phone/headphones out in lesson after **Chance Warning** - A **C2 Choice Warning** issued – 10 minute teacher detention, Logged into ClassCharts ✓ Pupil refuses to put phone/headphones away OR persistent use – A **C4 Call SLT** issued- pupil removed to RESET for the rest of the lesson. ✓ Phone/Headphone use in Red Zones outside the classroom - **C1 Chance Warning issued, if refusal occurs, email PM**	
PM will monitor behaviour regularly and if an individual is persistently showing behavioral issues across the whole school the PM will take the lead on the consequences and devise action plans for specific individuals and their needs including the use of report cards.		

Detention Structure

If a pupil repetitively fails to attend, Progress Managers and SLT will impose appropriate sanctions at a higher level than those applied in the first instance.

Triggers

Automatic triggers will be enabled in ClassCharts to allow school to monitor behaviours closely. Some examples of the triggers that have been set up are outlined below:

- ✓ Positive Weekly Points - If a pupil receives 50 positive points in a week, then tutors will be automatically informed and praise pupils weekly. These points will feed in to a wider rewards programme.
- ✓ Negative Daily Points - If a pupil receives 6 negative points in a day, this will mean that 3 lessons have been disrupted in some way. Upon this trigger the relevant Progress Manager will be informed and the pupil be spoken to. An automatic SLT detention will be then be issued following this trigger.
- ✓ Negative Weekly Points - If a pupil receives 10 negative points in a week, this will mean that 5 lessons have been disrupted in some way. Upon this trigger the relevant Progress Manager will be informed and will be spoken to by them. An automatic RESET will be then be issued following this trigger.

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	Refer to PM - Community Service Logged into ClassCharts
Late to school (N/A for Primary)	Monitored by attendance on ClassCharts Referred to PM- consequence applied, contact home Logged into ClassCharts
Inappropriate behaviour in a fire drill	10 minute Form Tutor or Teacher (primary) Detention- Contact Home- Logged into ClassCharts Refer to PM if they fail to turn up.
Truancy (10 minute late or more)	✓ Registration – 1x SLT Detention ✓ 10-30 minutes late- 1 x SLT detention ✓ 30- 45 minutes late – 2 x SLT detentions ✓ Full lesson – 3 x SLT detentions ✓ Persistently missing lessons – further appropriate sanctions/RESET/ parental involvement/report card – monitored by PM ✓ Logged into ClassCharts
Refusal to go to Classroom withdrawal	6 x Lessons in RESET Logged into ClassCharts
Failure to behave respectfully in RESET	Parental involvement and may result in Fixed Term Exclusion Logged into ClassCharts
Bus Incidents on school transport	PMs and SLT to apply appropriate sanctions depending on incident. Logged into ClassCharts
Leaving school site without permission	Refer to PM 1st Offence – 5 SLT detentions @ Lunchtime 2nd Offence – Week of breaktime and SLT detentions at lunchtime 3rd Offence – restricted movement at break and Lunch till the next half term. Logged into ClassCharts
Vandalism of school property/criminal damage	SLT Detentions or RESET + charge for repair/cleaning/replacement of items/Police maybe involved. Appropriate consequence for primary phase pupils Logged into ClassCharts
Inappropriate use of ICT/Smart Devices -Filming or photographing student/staff without permission	Sanctions may result in time in RESET and other appropriate sanctions May result in Fixed Term Exclusion Formal procedures followed-Logged into ClassCharts
Bullying	Refer to PM Please see our Anti Bullying Policy Consequences may include time RESET, parental involvement, police involvement, restorative education package, or may result in fixed term or permanent exclusion Logged into ClassCharts

Smoking/Vaping (including on journey to and from school)	Refer to PM 1st offence – 5 x SLT detentions and parents contacted 2nd offence – 5x SLT Detentions and 1 day in RESET and parents contacted Persistent – Restricted movement around school – break and lunch for fixed period/parents contacted Formal procedures followed-Logged into ClassCharts
Substance Misuse (this may include legal and illegal substances)	May result in Fixed Term Exclusion Formal procedures followed-Logged into ClassCharts
Possession of an illegal substance	May result in Permanent Exclusion Formal procedures followed-Logged into ClassCharts
Supply/Dealing of Illegal substances	May result in Permanent Exclusion Formal procedures followed-Logged into ClassCharts
Swearing at a member of staff	Fixed Term Exclusion plus other necessary sanctions- External Agency Support Formal procedures followed-Logged into ClassCharts
Physical Assault on Pupil (Unprovoked/provoked)	Isolation (length dependent on extent of assault) Serious assault – may result in Fixed Term or Permanent Exclusion Logged into ClassCharts
Physical Assault – member of staff	Fixed Term Exclusion/ may result in Permanent Exclusion – dependent on severity of incident Formal procedures followed-Logged into ClassCharts
Behaviour that may be deemed a Hate Crime	Refer to PM Consequences may include time RESET, parental involvement, police involvement, restorative education package, or may result in fixed term or permanent exclusion Logged into ClassCharts
Sexual Harassment	Refer to PM Consequences may include time RESET, parental involvement, police involvement, restorative education package, or may result in fixed term or permanent exclusion Logged into ClassCharts
Possession of an offensive weapon	May result in Permanent Exclusion Formal procedures followed-Logged into ClassCharts
Arson	May result in Permanent Exclusion Formal procedures followed-Logged into ClassCharts

N.B

- ✓ SLT/PM'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 PM's will endeavour to keep all parties up to date with situations that may affect a pupil within the classroom
- ✓ Pupils 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 PM'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 improves.

7. Sixth Form Rewards and Behaviour

- ✓ Rewards should be given to Chweched
- ✓ Staff to issue C1 followed by a Chweched C2 if necessary
- ✓ Select log on ClassCharts and insert appropriate information in the note section for Head of Sixth to monitor
- ✓ If the issue is persistent and progress is not being made, contact home is required. Firstly by the class teacher followed by the DOL, this needs to be recorded in the notes section. If no improvement is made, Head of Sixth Form will need to be contacted and support plans put in place.
- ✓ Please see separate Chweched procedures and protocols for further information

8. Exclusions

There are 3 types of exclusion

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

Internal Exclusion - Pupils can be placed in our Internal Exclusion Unit (RESET) following a range of incidents and for short periods following an incident and during an investigation. RESET is a supervised space and pupils are not allowed to mix with their peers at breaktime and lunchtime. While in the RESET, the pupils will put all personal belongings, including smart devices in a secure area, the pupil will receive work from subject teachers and it will be supervised by our RESET Manager. Pupils will have access to lunch and break facilities, and toilets but will not be allowed to socialise at break or lunchtimes with peers (pupils in RESET will be placed in SLT detention at lunchtime). While in the RESET, pupils will need to **Ready, Respectful and Safe** and engage in restorative approach as deemed appropriate.

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

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

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

Permanent Exclusion - the pupil is permanently excluded. A decision to exclude a pupil 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 behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil 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](#)

9. Uniform and Equipment Expectations

Pupils are expected to wear full uniform as described in our school uniform policy. They are also expected to be ready to learn and bringing the correct equipment with them to school (for a full list of equipment see Appendix 1)

Each morning tutors will be checking that their tutees are in the correct uniform and have the correct equipment. If the pupil has incorrect uniform and/or equipment the tutor will place a signature in their planner. Classroom teachers can also sign planners if pupil forgets subject specific items or equipment. If the pupil receives three signatures in a week, the pupils will be expected to attend a 10 minute detention at lunchtime. To authorise their attendance at the detention, their planner will be stamped. If the pupil fails to attend the detention, they will be issued a 40-minute SLT detention.

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

For further information please refer to: [https://llanfyllin.powys.sch.uk/wp-content/uploads/2022/05/Uniform-Policy-2021-YLL.pdf.](https://llanfyllin.powys.sch.uk/wp-content/uploads/2022/05/Uniform-Policy-2021-YLL.pdf)

Behaviour in Examinations

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

Pupils 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 pupil has misbehaved off site when representing the school. This means misbehaving when a pupils 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 pupil of our school

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

11. Smart Devices/Phones and Headphones

Smart devices should not be used inside the school building unless directed by a member of staff. When inside the school building the phone should be switched off and placed in the pupil's school bag.

12. Bullying

Bullying is treated very seriously in Ysgol Llanfyllin and we welcome any information that helps us to deal with all kinds of bullying. If a pupil feels they are being bullied, they should talk to their tutor or any member of staff they feel comfortable with and it will be reported to their PM for further investigation.

If any student, parent/carer or member of staff is concerned that a pupil may be a victim of bullying they must also report it to the appropriate Progress Manager for further investigation. Staff will be trained in Restorative Practice to enable them to deal appropriately with pupil conflict. Staff will seek to use restorative conversations to help repair pupil 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-2021-YLL.pdf (llanfyllin.powys.sch.uk)

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))

All incidents of discrimination will be investigated by the PM 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 Local Education Authority.

14. Sharing of Offensive Material online/via social media

This is deemed as unacceptable and inappropriate. The pupil 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. Pupils 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 pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline amongst pupils.

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

- ✓ to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- ✓ to prevent a pupil causing serious, deliberate damage to property;
- ✓ to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- ✓ to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- ✓ to prevent a pupil behaving in a way that seriously disrupts a lesson;
- ✓ to prevent a pupil 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 pupils with SEN 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 student possessions (including bags and lockers) without their consent if there are reasonable grounds for doing so. Reasonable grounds are if they suspect a student 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 student. 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 student 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 others 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 PM who is responsible for overseeing all aspects of pupil academic progress, behaviour, attendance and wellbeing. However, PMs 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 pupils throughout the school day and will work with the PM and/or SLT and will deal with incidents throughout the school day and contact parents where necessary.

Progress Managers

PM's are responsible for both academic and pastoral care of the pupils in their year groups. They will hold weekly year group assemblies; monitor all aspects of behaviour, attendance and participation in school life. When a pupil's behaviour, attendance or wellbeing is a cause for concern the PM will

organise a pastoral support meeting to address the issues. PM will work closely with the tutors, Attendance Officer, DOL and SLT to improve outcomes for all pupils.

Pastoral Support

The Pastoral Support Manager is Mrs F Buckley. She leads a team of experienced staff who are committed to improving the behaviour and emotional wellbeing of pupils at Ysgol Llanfyllin. Mrs Buckley is supported by Mrs C. Berry.

Internal Exclusion Manager

If pupils experience difficulty in behaving appropriately, staff will follow the classroom sanctions procedure. If a pupil fails to respond to this they may be place in the RESET which will be staffed by our Internal Exclusion Manager. While in the RESET, pupils will have the opportunity to reflect on their behaviour and develop strategies to improve their behaviour in the future.

Attendance Officer

The Attendance Officer is responsible for monitoring all aspects of attendance and ensuring that all pupils are supported in making the school attendance target. They will make calls home and send out the recommended letters regarding attendance. They are the first point of contact for parents/carers to report pupil absence.

Outside agencies and other types of support

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

- ✓ Youth Worker
- ✓ 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 Canolfan Teulu
- ✓ Sensory Services -
- ✓ CAFCASS

✓ Advocacy Services

19. <u>Training</u>

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. <u>Monitoring and Evaluating</u>

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

Appendix 1

Essential Equipment List for Secondary Phase Pupils

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