Ysgol Maesydderwen

Positive Behaviour for Learning Policy

Polisi Ymddygiad Cadarnhaol ar gyfer Dysgu

Type: Statutory Policy

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Positive Behaviour for Learning Policy

Introduction

Learners and staff have the right to expect a pleasant, safe, orderly and respectful environment whilst at school. We expect all learners to work to the best of their ability in order to reach their full potential and it is the responsibility of others not to deny or distract learners from achieving this goal.

Learner emphasis should be on building, maintaining, and repairing positive relationships and modelling the school attributes whilst displaying good effort and a positive attitude.

All staff will emphasise an environment of high expectations and providing support with empathy and equity which means working with the learner, rather than doing to or for them. Positive relationships will also support the well-being of all.

As a result, it is vital that learners, parents/carers and staff fully appreciate and endorse the school's expectations of behaviour which are set out in this policy.

Aims

At Ysgol Maesydderwen we strive to create an environment which reflects our ethos of 'Working Together, Achieving More' and our five attributes of ASPIRATION, RESILIENCE, CREATIVITY, RESPECT and RESPONSIBILITY. We wish to create a positive climate in which learners are respected and encouraged to build positive relationships with staff and other learners, reach their potential and gain the key skills essential for lifelong learning and the world of work.

Responsibilities

Learners are expected to:

- arrive to lessons on time
- be prepared to actively listen and take part in lessons
- treat others as they would like to be treated themselves
- be ASPIRATIONAL in terms of their behaviour and academic achievement
- take RESPONSIBILITY for their actions
- show mutual RESPECT for others' views and opinions
- act in a safe and responsible manner
- Listen to, and follow the instructions of staff
- be courteous, well-mannered and kind

Staff are expected to:

- arrive to lessons on time
- be well prepared and provide engaging and challenging lessons

- be courteous, consistent and fair
- recognise and reward success
- advise learners on how to improve and achieve success
- be supportive, helpful and willing to listen
- work to create an environment within which learners feel safe and that is conducive to learning
- take responsibility for managing the behaviour of learners within classrooms and around the school
- role model our 5 attributes

In order to support the school in meeting its aims parents/carers are requested to ensure that their child/children:

- attend school regularly
- be punctual
- wear the correct school uniform.
- have the necessary equipment for lessons
- are encouraged to complete homework and coursework by the set deadlines
- have high standards of behaviour
- work to the best of their ability
- commit to displaying our 5 attributes

Whole School Processes for Positive Behaviour for Learning

<u>'Non-negotiables' – Rules and Routines</u>

- Entry – Exit – Movement:
    o Learners to line up in an orderly fashion outside the classroom and enter when instructed to do so by the teacher. Teachers welcome learners at the door.
    o Learners get themselves ready to learn by removing outside coats, scarves etc, preparing the necessary equipment for the lesson and standing behind their chairs until the teacher begins the lesson.
    o Learners arrive to lessons on time;
    o Learners stand behind their chairs once instructed to pack away at the end of the lesson and leave the room in an orderly fashion once instructed to do so by the teacher.
- No eating in class, only water should be consumed so that learners can keep hydrated.
- Mobile phones, smart watches, air pods or similar personal digital devices are not to be seen or heard between the school hours of 8.50am and 3.15pm.
- The school site is a non-smoking site and as such learners are not allowed to smoke or use e-cigarettes.
- Learners should not bring potentially dangerous or illegal items onto the school site.

<u>Graduated Response</u> – **WARN, MOVE, REMOVE**

Should the behaviour of learners fall below our expectations, the following process provides a suggested graduated response to managing said behaviour, while providing the learner with clear expectations and opportunities for self-correct/regulate.

1. **WARN**: Provide clear warnings up to 3 times.
2. **MOVE**: Move the learner to a different location within the classroom. Offer 'time-out' for up to 5 mins outside the classroom. Should a restorative conversation at this point not result in a positive outcome, set a break time detention for a further opportunity.
3. **REMOVE**: Remove the learner from the class by accessing Ready to Learn. Should the pupil refuse or if the learner is making the class unteachable or creating a health and safety risk, call for the Engagement Officer to support. Log the Ready to Learn action on Classcharts and set a detention for the earliest opportunity.

At each stage expectations need to be explicit and consequences for non-compliance made clear to the learner. Please see the behaviour policy flow chart for further guidance on this graduated response.

Similar processes may be followed outside of lessons.

The progression through the graduated response may need to be adapted using professional judgement, depending on the severity of the behaviour.

Behaviours and subsequent actions will be recorded on Class Charts by the teacher involved to allow for tracking and subsequent follow-up actions by departments, pastoral teams and communication with parents/carers. Follow up actions will be dictated by the department or pastoral/SLT pathways (please see separate documents).

<u>Punctuality</u>

1. Any learner more than 3 minutes late without a legitimate reason, to a lesson/registration should be addressed by the class teacher and a late mark recorded on Sims, together with the number of minutes late. Behaviour points should be added to Class Charts.
2. Recurring incidences of learners being late to lessons should be followed up by the class teacher with a break time detention.
3. Recurring issues following detentions place the learner on a Green report (organised by the relevant Progress Tutor), where parents/carers are informed.
4. The Engagement Officer on patrol each lesson will monitor and challenge any learners late to lessons without legitimate reason.

<u>Truancy</u>

1. Teachers will email the pastoral team if they suspect a learner is truanting their lesson.
2. If a learner has missed a lesson for no legitimate reason, a break time detention will be set by the teacher and recorded on Class Charts.
3. If the learner truants 2 or more lessons in a day, they will spend time in Ready to Learn the following day, be issued with a Green Report and parents will be informed.
4. Recurring issues following detentions place the learner on an Amber report (organised by the relevant Progress Leader), where parents/carers are informed.
5. Recurring issues following the Amber report leads to a referral to the EWO for further support.
6. To ensure appropriate challenge, any learner out of lessons with a legitimate reason must either have the teacher's toilet pass or 'permission to leave the lesson' slip.
7. The Engagement Officer on patrol each lesson will challenge any learners out of lessons without permission and log concerns for follow up.

<u>Uniform</u>

1. Daily checks will be completed by all Progress Tutors and class teachers to ensure uniform complies to school policy.
2. Daily checks at the main entrance will be conducted by members of SLT and parents contacted where required.
3. Where a learner is not complying, a warning will be given by the Progress Tutor and a deadline set for the issue to be corrected. Support will be offered should the issue be out of the learner's control.
4. If the issue within the learner's control is not corrected, behaviour points must be added to Class Charts and a second deadline set.
5. If this deadline is not met, the issue will be referred to the pastoral team to contact parents/carers for support.

<u>Mobile Phones</u>

1. If a member of staff sees or hears a mobile phone, smart watch or headphones between 8.50am and 3.15pm, they will be confiscated immediately.
2. Should a pupil refuse to pass their device to the teacher when requested, SLT will be called to deal with the learner in their place. In the event the learner also refuses to submit their device to the member of SLT, parents will be contacted. If SLT are unable to contact parents/carers or any other individual listed within Sims, a message will be left or an email sent. The learner will be placed in IE until the parent/carer/contact responds or until they hand in their device as requested. In cases where following parental contact the learner still

refuses to submit their device, they will be placed in reception until the parent/carer arrives to remove the phone from their person.

3. When confiscated, the phone will be placed in an envelope, marked with the learners' name and passed to reception at the earliest opportunity to be locked in the safe. Confiscated phones can be collected by learners, at the end of the school day, after 3.15pm. If a phone is confiscated twice or more in a week, parents/carers will be contacted and asked to collect the device themselves.

4. Phones are still permitted on site but must be kept in bags and switched off.

5. It will be down to the organiser of any school trip to decide if mobile devices are allowed on the trip and how they can be used while on the trip or visit.

6. The canteen and other communal spaces will become device free zones for all learners at break and lunchtimes.

7. Post 16 learners are permitted to use their devices in the study and communal areas of the sixth form and in lessons under the instruction of a teacher. Post 16 learners are not to have any devices or headphones visible or heard in any other areas.

Whole School Strategies for Positive Behaviour for Learning

<u>Restorative Approaches</u>

We should always work to preserve the self-esteem of the individual. Comments and action should address the behaviour of an individual rather than the individual themselves. Learners should always have the opportunity to choose a better way out of a situation and that help steers them towards an acceptable way out to avoid escalation.

Restorative Approaches are inspired by the philosophy and practices of Restorative Justice which aims to repair harm caused to relationships and communities by conflict. Within the school's setting it allows misdemeanours to be addressed by focussing on the harm caused, rather than assigning blame and dispensing punishment.

Restorative Approaches aims to reinforce the responsibilities within a community and to
- confront unacceptable behaviour
- Praise acceptable behaviour
- Model acceptable behaviour
- Develop self-regulation

The model used at Ysgol Maesydderwen follows the schedule below.

- Discovering what happened
- Eliciting from learners how they were feeling/what they were thinking at the time
- Discovering how the learners feel about their actions after the event
- Encouraging empathy with those affected by the actions and outcomes
- Discussing what aspects the learners found the hardest with regards to the incident
- Promoting thoughts about what needs to happen to make things right
- Encouraging learners to think about how future similar events can be changed by their actions and the actions of others

To facilitate restorative meetings, whether they be formal or informal, the following script may be used:

1. From your point of view, what happened?
a. This isn't about proving what happened; it's about hearing each person's story.
b. Think back to the event and just tell how it happened, as you experienced it.

2. What do you remember thinking at the time?
a. What thoughts went through your head as it happened?
b. What have you thought about the incident since?
c. (After others have shared): How have your thoughts changed after hearing what others have shared?

3. How have you been affected? How have others been affected?
a. What kinds of impacts has this had on you? On others?
b. What has been the hardest thing for you?

4. What would you like to happen next?
a. What can be done to help make things right?
b. Is there anything you would like to ask for? Anything you would like to offer?

5. How do you feel now?
a. Do you feel the same way as you did when it happened?
b. Do you still feel the same as you did immediately after it happened?

Restorative meetings are voluntary and should only take place if all parties are willing and ready to engage positively.

De-escalation Techniques

The strategies and techniques listed here should be used to de-escalate situations where learners are expressing their emotions in challenging ways.

Trauma Informed Approaches

The impact of trauma can manifest itself in many different ways which we see on a daily basis both in and out of the classroom. Traumatised children without effective stress regulatory systems in the brain often cannot manage the stress of busy classrooms and playgrounds. Children whose brains and bodies are triggering toxic stress levels are unable to learn, have poor behaviour and wellbeing.

Behaviours that we may see are:
• lack of motivation,
• connection seeking behaviour,
• Aggression,
• hyperactive behaviour,
• withdrawn behaviour
• Inability to form and sustain healthy friendships
• Poor concentration and ability to sit still.
• Lack of perseverance with a task.

To support children whose learning is being negatively impacted by trauma, suggested approaches are:

- Use WINE language (Wonder, Imagine, Notice with Empathy)
- Use PACE approaches (Playful, Acceptance, Curiosity with Empathy)
- Welcoming at the door and be punctual for your lesson
- Positive and specific praise
- Be consistent and have routines
- Prosodic vocalisation
- Prosocial facial expressions

These approaches give a sense of physiological safety which builds resilience and confidence in the classroom.

Be firm on the behaviour not the child.

Language of Choice

Language of choice is about giving the child some control over the outcomes but, as an adult, being in charge of the process and the structure within which you work. The adult also sets the choices and the boundaries.

Let the learners choose the pathway they want to take, but clearly let them know what a poor choice may lead to. Let the learner know it is not a big issue but that taking this chosen pathway, it is escalating unnecessarily, and that you would prefer that not to happen.

Remain calm, make expectations clear. Allow for thinking time.

Functions of Behaviour Analysis

Some learners struggle to learn in school because of behaviour challenges. Functional behaviour assessment is a process that can be used to identify what is causing challenging behaviour. An FBA should lead to a plan with strategies to improve behaviour.

Please see the separate support pack for templates to be used for this strategy.

Rewarding Positive Behaviour

At Ysgol Maesydderwen, we look for every opportunity to celebrate the successes of our learners and to reward them for displaying our attributes of ASPIRATION, RESILIENCE, CREATIVITY, RESPECT and RESPONSIBILITY. We recognise achievement in the following ways:

- Verbal praise from the teacher
- Positive feedback on the learner's work
- Using excellent examples of learners' work to role model to other learners
- Sharing learners' achievements on school social media channels (with permission)
- Achievement points on Class Charts
- Positive referrals to Learning Leaders, Progress Leaders and the Senior Leadership Team
- Positive phone calls home to parents/carers
- Excellence slips
- Recognition in year group and whole school assemblies
- Recognition in termly Celebration Assemblies
- Displaying learners' work in show case events
- Organising additional enrichment activities
- Awarding privileges such as extra responsibilities or early lunch passes

The following table, provides an overview of the rewards available during the school year:

Rewards Overview

Annually	• Awards Ceremony for previous year • Reward Trip • Celebration Assemblies • Year 11 Prom Points • Showcase events
Termly	• Certificates: hit point markers; no negatives • Attendance: certificates • Reward Assemblies: see below • Reward Raffle: Classcharts points buy tickets • Progress Leader praise email/phone calls to parents
Half-Termly	• Reward Assemblies: Certificates for points markers; certificates for no negative points; • No negative points: free hot chocolate and toast with SLT during registration • 'The Extra Mile' teacher awards • Form with highest Classcharts points get early lunch passes
Weekly	• Form time recognition: Top achievers from previous week • SLT Excellence slips for the top 10 pupils for Classcharts points awarded in whole school assembly • Attendance: Form group winner get early lunch passes • Off site priveleges: top performers in Y10/11 • Social media celebration
Daily	• Verbal or written praise from teachers • Achievement points • Excellence award slips from teachers • Positive referrals • Access to the Classcharts Shop

Class Charts Store

100 Points	150 Points	200 Points	300 Points
Equipment (one of the following): pen, pencil, ruler, eraser, pencil sharpener Queue jump pass for a day Raffle ticket	Good phone call home from pastoral team Equipment (2 of the following): pen, pencil, ruler, eraser, pencil sharpener Queue jump pass for a week Pick an activity for registration 2 raffle tickets	Free hot chocolate Equipment (3 of the following): pen, pencil, ruler, eraser, pencil sharpener VIP area for lunch time with 4 friends Queue jump pass for 2 weeks 3 raffle tickets	Free hot chocolate and cookie Ysgol Maesydderwen water bottle Equipment (all of the following): pen, pencil, ruler, eraser, pencil sharpener 4 raffle tickets

Class Charts Points Weightings

Achievement	Points
Cymraeg	2
Self-motivation	2
Good progress	2
Kindness	3
On task	1
Resilience	3
Extra-curricular	3
Working with others	1
Aspiration	3
Attendance	2
Creativity	3
Equipment	2
Good uniform	1
Independent work	2
Listening	2
Oral responses	2
Organisation	2
Presentation	1
Prom points	3
Respect	3
Responsibility	3
Use of planner	1
Voice 21	2
Progress Tutor 'Ready to Learn' Award	2

Behaviour	Points
Green report	2
Amber report	3
Red report	4
Bullying/racist/homophobic	3
Inappropriate use of technology	2
Uniform issue	1
Homework issue	2
Lack of effort	2
Disruptive behaviour	3
Defiance	3
Lack of equipment	1
Late	1
Detention	0
Disrespectful behaviour	2
Health and safety issue	3
Inappropriate language	3
Refused zone support	3
Zone support	2
Attendance concern	1
Failed to use planner	1
Internal exclusion	5
Presentation of work	1
Truancy	3
Subject report	3
Enhanced consequences	5

Expectation of staff

- Staff to ensure at least 90% of all points given are positive

Consequences

Whether they are natural or logical, consequences help us all to learn and grow. When children experience the results of their actions, they learn to make better choices and improve their behaviours. In short, consequences = learning.

Consequences communicate to children that their behaviour is their choice and their responsibility, as opposed to a punishment which does not respect the child's right to make a decision, even if that decision is a poor one.

Depending on the nature of the behaviour, teachers will use their professional judgement to decide on the most appropriate consequence. This will always be explained to the learner and where appropriate the learner will be involved in deciding on the most appropriate consequence to encourage them to take responsibility for their behaviour.

Behaviour Points on Class Charts

Behaviour points are allocated within Class Charts for incidences where learners do not conform to basic school rules, meet required standards of behaviour/work ethic or model our attributes. This allows for learners, parents/carers and staff to track behaviour and to ensure that it is followed up appropriately with appropriate further consequences or support.

Where necessary comments including further detail will be added alongside points.

Detentions

· **All teaching, pastoral and support staff can set and facilitate break, lunch time and after school detentions.**

· **Break time detentions are of 10 mins duration, lunch time 15 mins and after school, 30 mins. Should it be more appropriate due to timing of the incident for the 10 min breaktime detention to be served at the start of lunch time, the member of staff can arrange this.**

· **The time/duration of the detention will depend on the severity of the incident and whether or not the detention has been upscaled due to non-attendance or sub-standard behaviour at the detention.**

· **All detentions must be recorded on Classcharts, and attendance at said detentions subsequently updated.**

· **All levels of detentions can take place on any day Monday to Friday and should be organised as soon as possible after the incident to ensure maximum impact.**

· **Pupils must be given at least 24-hour notice for after-school detentions so that arrangements for transport can be made by parents/carers if necessary.**

Consequences will be escalated through the detention process should learners fail to attend at any stage, or should behaviour in the detention require further follow up:

1. **Failure at break-time detention places them in a further break time detention with the member of staff who set the initial detention and that teacher's line manager.**

2. **Failure at the second break time detention places them in a lunch time detention with a member of the pastoral team/SLT. The member of staff who set the initial detention is expected to meet with the pupil for a brief restorative conversation at the start of the detention session.**

3.   Failure at lunch time detention places them in an after-school detention with a member of the pastoral team/SLT. The member of staff who set the initial detention is expected to meet with the pupil for a brief restorative conversation at the start of the detention session.

4.   Failure at after-school detention leads to Enhanced Consequences, organised by a member of SLT, which will also involve the member of staff who set the initial detention in some way.

Restorative work will be completed in detention to encourage the learner to learn from their experiences and to take responsibility for actions, considering how it has impacted on others. Opportunities will also be taken to unpick the reasons for the behaviour so that appropriate support can be put in place.

It is the responsibility of the member of staff who set up the initial detention to ensure that this process is completed; they should be involved in every stage, setting up the detentions and informing pupils and parents where needed, to ensure that the behaviour is dealt with at source, the consequence is relevant and meaningful and strong relationships maintained.

Reports

Different staged reports can be used to monitor and track behaviour, to provide opportunities to recognise improvement and to employ the support of parents/carers:

Green reports are for use by Progress Tutors to track the following (Class Charts points to be used to guide this): -
- Punctuality to lessons
- Effort and completion of classwork
- Attitude to learning
- Standards of behaviour within lessons

Where the Green report is unsuccessful, this will be escalated to an Amber report in consultation with the Progress Leader.

Amber reports are for use by Progress Leaders to track the following: -
- Behaviour following after school detention (if appropriate)
- Attendance and punctuality to class
- Attitudes to learning and behaviour in lessons for greater causes of concern

Where the Amber report is unsuccessful, this will be escalated to a Red report in consultation with a member of the SLT.

Red reports are for use by SLT to track the following: -
- Behaviour following exclusion (including Internal Exclusion)
- Behaviour following serious or repeated breaches of discipline

Where the Red report is unsuccessful, this will be escalated to an ABC Behaviour Assessment and subsequent Individual Behaviour Plan, agreed with parents/carers and the relevant Progress Leader.

Blue reports are for use by any member of staff to track the following: -
- Promoting effort and completion in class
- Monitoring positive interactions with peers/staff

<u>Engagement Officer Support</u>

In the rare case where a teacher has exhausted all available strategies individually and within their area of learning and subsequently the learner is making the lesson unteachable and/or presenting a health and safety risk, they will call the Engagement Officer to attend the lesson by telephoning reception. The Engagement Officer will then use their professional judgement to employ appropriate consequences and attempt to de-escalate the situation to allow learning to continue. Should the learner fail to comply with the Engagement Officer, the member of SLT on duty for that lesson will be called to support.

<u>Community Service</u>

Where appropriate and in relation to the behaviour, a learner may be expected to contribute positively to the school community, to make amends for the negative impact their behaviour may have had on the community and its environment. E.g. picking up litter, removing graffiti, tidying a classroom, taking part in a charity event, etc.

<u>Ready to Learn Room</u>

Aims

- To de-escalate situations arising during lessons or unstructured times, to ensure the health and safety of the school community, to reduce conflict, maintain positive relationships and to allow learning to continue.
- To provide the opportunity for learners to be removed from their immediate environment, giving them the emotional and physical space to recover.
- To offer bespoke support to a learner to assist them in reflecting on the situation and their behaviour and subsequently taking responsibility for their decisions and for deciding what their next steps will be to put things right; to prepare them for what will happen next with the teacher concerned.
- To support staff with behaviour management through removal to de-escalate and to give them the scope to follow processes consistently.

Process for the use of the Ready-to-Learn Room

1. The teacher follows the WARN, MOVE, REMOVE process as detailed above.

2. When the REMOVE stage is reached, the teacher must log this on Classcharts by clicking the relevant button, adding a note with further details (doesn't have to be immediate but must be logged that day). They must inform the member of staff supervising the Ready-to-Learn room immediately (by phoning the room) that the pupil is on their way, and send the pupil to the room with work to complete in the event that the reflective work is completed before the end of the lesson.

3. When the pupil arrives, they are provided with space and quiet to self-regulate. Once calm, the member of staff supervising discusses the issue with the pupil, and provides them with the necessary reflection work to complete by the end of the lesson.

4. If the learner arrives at the Ready-to-Learn Room in the last 15 mins of the lesson, they need to remain for the next lesson (whether before or after break) to allow sufficient time for the reflection work to be completed. They can then return to their next lesson. There may be exceptions to this where issues are resolved quickly; the member of staff supervising is to make the judgement on this at the time.

5. Either the same day or during the next day, the teacher who sent the learner to the Ready-to-Learn room must set a break-time detention so that the incident can be followed up and the necessary restorative work completed. The pastoral team/SLT to assist in collecting pupils for detention and delivering them to teachers by checking the R2L room log/CC each day to ensure they attend.

6. If the learner fails to attend, the usual upscaling process for detentions must be followed.

7. Should this process fail, the teacher should contact parents to request support and refer to the learner's Progress Tutor to place on Green Report. Once the report is issued, the teacher must discuss the need for the report with the pupil.
8. If the pupil refuses to calm and engage in the Ready-to-Learn room, the WARN-MOVE-REMOVE system is to be utilised once more. If removal is required, the following holding spaces can be utilised – Hub, ALN department, desk outside the Head's office, Nurture. Enhanced consequences or FTE can be considered at this point depending on the context. Parents must be informed of this situation.
9. In the event of a pupil refusing to attend the Ready-to-Learn room, it must be made clear to them that they will not return to lessons until they have completed their time there to adequately calm and reflect. If they continue to refuse, the alternative holding spaces can be offered. If they refuse those, parents must be called to attend the school immediately to support with encouraging the pupil to make the right decision and teachers instructed to not allow them into lessons in the meantime.
10. Placement in the Ready-to Learn room is not the consequence to the behaviour; the consequence instead is the necessary follow up by the teacher who sends the pupil there.
11. Supply teachers who wish to send a pupil to the room need to obtain agreement from the Learning Leader.

Facilities
- Based in the Community Room.
- Room is light, well ventilated with adequate space for independent work.
- Displays are relevant, stimulating and aid reflection and learning.
- A TV screen is fitted that when needed is used as a teaching resource or to play calming sounds/music.
- A seating/discussion area is set up to support restorative meetings/conversations.
- The room has access to ICT resources for pupils to use for independent study.
- The room is fully equipped with all the necessary stationery and equipment to support learning.
- The room is supervised on a rota by members of SLT and the Engagement Officer.
- The room is equipped with CCTV for health and safety and safeguarding purposes.

Tracking and Monitoring
- Class Charts is used by teachers to log the use of the Ready-to-Learn Room and necessary follow-up actions and to maintain communication with parents
- Staff supervising the room keep an internal log of the placements in the room, recording the following:
    o Pupil name
    o Teacher actioned
    o Lesson and time
    o Time spent in room
    o Reason for placement
    o Work completed
- Weekly checks by SLT of CC logs and internal log to identify any frequent recurrences for particular learners or staff
- Weekly checks on CC by SLT to ensure that incidents are being correctly followed up by teachers, teachers challenged/supported by SLT where follow up is not taking place
- Identification of learners who are repeat offenders for whom the strategy is not having an impact, learners to be referred to EC/parental meetings set up/external support sought/additional internal interventions put in place
- Report to be presented to SLT every half term analysing the use and impact of the resource

Enhanced Consequences

For more serious behaviour incidents, enhanced consequences and support will be put in place. Incidents could include:

- Foul language towards staff
- Gross defiance
- Fighting/physical aggression
- Hate language/discrimination
- Vandalism

Enhanced consequences/support could include:

- Withdrawal
- Request for immediate parental attendance on site
- Request for a parental meeting at a later date
- Completion of a reflection activity by the parents and child
- Reflection/restorative meetings
- Completion of risk assessments

Enhanced consequences and support will be decided by the pastoral team/SLT on a case by case basis to ensure that it is appropriate to the incident and learner concerned.

Fixed Term Exclusions

If learners commit a serious misdemeanour, they may face a fixed term period of exclusion, sanctioned by the Headteacher, in line with the school's exclusion policy. Parents will then be informed by letter and may be required to attend a meeting with a senior member of staff to discuss their child's future educational needs before they return to school.

Learners who continually break school rules or are guilty of a very serious incident could face permanent exclusion.

Permanent Exclusion

In the unlikely event of a significant incident which involves a major breach of the school's behaviour policy, presenting a serious health and safety risk, and where allowing the learner to remain in school would seriously harm the education and welfare of the learner and others in the school, the Headteacher will consider the need for a permanent exclusion. If the decision is taken to permanently exclude, the learner not be permitted to return to Ysgol Maesydderwen.

Documentation

The following documentation was considered in the formulation of this policy:
WG Publication: Practical Approaches to Behaviour Management in the Classroom
WG Publication: Exclusion from schools and learner referral units