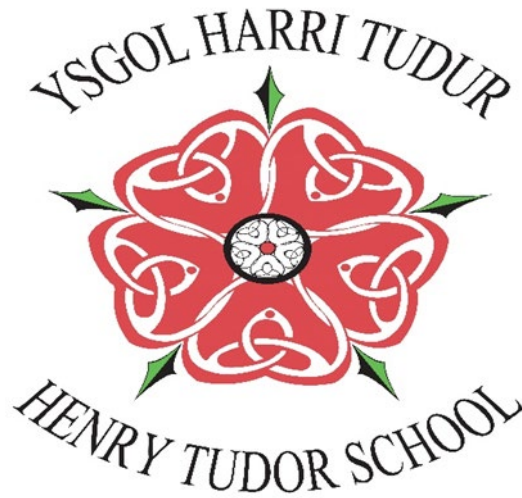


Ysgol Harri Tudur



Henry Tudor School

Positive Behaviour Policy
Learners First

Adopted by Pupil Discipline Committee Autumn 2012
Adopted by School Council: October 2012
Last Reviewed: Autumn 2024
Review annually by Governors & School Council
Next Review: Autumn 2025

Appendices

1. Home School Agreement.	1-1
2. Restorative Practice.	2-1
3. School Detentions.	3-1
4. Learner Support System.	4-1
5. Travel Behaviour Code.	5-1
6. Teachers Guide to Support Behaviour.	6-1
7. Roles and Responsibilities of Individual Staff.	7-1
8. Behaviour Concerns Pathway.	8-1

1. Introduction

Ysgol Harri Tudur School is a happy, ambitious and high achieving school where everyone is respected and valued. We are a strong community where everyone cares for each other, knowing that only through collaboration and respect will we achieve and become our very best. The school is vibrant with Learners and staff co-operating, learning, thinking and working hard. We recognise that overcoming challenges is key to success and by developing bravery, confidence and resilience our Learners will become successful citizens.

We will achieve this vision together by:

- Being respectful and kind.
- Being ambitious and resilient.
- Developing independence and confidence.
- Celebrating diversity and success.

Aims of the policy are:

- To support staff and Learners to develop a positive working relationship,
- To ensure that Ysgol Harri Tudur School is a safe and happy environment, where effective teaching and learning takes place,
- To develop in learners a sense of self-discipline, ownership of learning and acceptance for the consequences of their own actions,
- To ensure teachers, Learners and parents have a clear understanding of expectations regarding acceptable standards of behaviour.

2. Expectations

Ysgol Harri Tudur School has a single overarching, non-negotiable expectation which is to be READY/RESPECTFUL/RESPONSIBLE.

Good relationships are fundamental to positive behaviour management. Staff will encourage and recognise good behaviour first, they will adopt a calm consistent approach at all times and will use restorative conversations to prevent unacceptable behaviour. Parents play a vital role in supporting the development of their children's good behaviour. The Home-School-Agreement explains the roles of learners, parents and staff. Parents, learners and a representative of the Headteacher are asked to sign a copy of the Code of Conduct Home-School-Agreement (see Appendix 1) when their child enrolls at the school.

Learners will:

- Be Ready, Respectful, Responsible, to other learners – the school rules.
 - Follow, without argument, staff instructions.
 - Arrive on time to school and not miss any school.
 - Arrive to lessons on time.
 - Respect the environment by putting litter in bins, keeping walls and furniture unmarked and taking great care of displays and other people's work.
 - Work hard and believe that they can do well.
 - Ask for help if they don't understand the work.
 - Do work on time and catch up with work that is missed for any reason.
 - Wear the correct published Ysgol Harri Tudur School uniform without exception, at all times.
 - Have the correct equipment/kit for lessons.
 - Be polite, helpful, and kind.
 - Follow the rules of mobile phones
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- Ensure that their child follows the school rules – (Ready, Respectful, Responsible)
 - Ensure that their child has excellent attendance and arrives on time.
 - Ensure that their child has the correct uniform for Ysgol Harri Tudur School and wears it to school without exception, at all times.
 - Ensure that their child has all necessary equipment for school including a bag, pens, diary, PE kit and is properly prepared for school each day.
 - Take an interest in their child's work and encourage them to do well.
 - Attend all meetings with teachers/staff to discuss their child's progress.
 - Let the school know if there are any problems that may affect their child's ability to learn.
 - Log into *Behaviour Watch/ClassCharts* regularly and recognise their child's achievements.

Staff will:

- Support learners to follow the school rules – (Ready, Respectful, Responsible)
- Provide a stimulating, safe and caring learning environment.
- Adopt a calm and consistent approach to behaviour management.
- Give first attention to positive behaviours and achievements.
- Give visible recognition to effort and attainment by names on the board, postcards home and departmental awards and certificates.
- Award reward points via *Behaviour Watch/ClassCharts* or a range of positive behaviours.
- Meet and Greet learners promptly at the start of each lesson.
- Use a restorative approach to behaviour management.

3. Celebrating Positive Behaviour

Behaviour, effort and achievement that is over and above, is recognised by positives recorded on *Behaviour Watch/ClassCharts*, which are converted to reward points. All learners will be allocated 100 reward points at the start of the academic year. Additionally, Key Stage Leaders, Mentors, Directors of Faculty/Subject and all staff will regularly reward excellent behaviour, effort, attainment and attendance through a variety of strategies. These include prize assemblies and events, certificates, phone calls home, positive postcards, reward trips, learning class rewards and non-uniform events to recognise learner achievement in all aspects of school life. These reward points are awarded to individual learners but an individual's points also contribute towards the termly Mentor/Year group point totals that the learner is in.

Reward Points (Positives on *Behaviour Watch/ClassCharts*) - this list is not exhaustive and we reserve the right to award other points where it is deemed necessary.

Points can be awarded for the following:	Awarded by:	Points
Meeting Expectations	All teachers	1
Good Effort	All teachers	1
Exceeding Expectations	All teachers	1
Good Progress	All teachers	1
Kindness	All teachers	1
Extra Curricular	All teachers	1
Excellent Use of Incidental Welsh	All teachers	1
Report Card	All teachers	0
Toilet Visit	All teachers	0
Homework Completed	All teachers	2
Roa	All teachers	1
Oracy	All teachers	1
Attendance - 100% Attendance	Attendance Officer	10
Attendance - 95% Attendance	Attendance Officer	8
Attendance - Perfect Punctuality	Attendance Officer	10
Awards - SLT	SLT	15
Awards - KS Leader	KSL	10
Awards - Head of House	HoH	10
Awards - Headteacher	HT	20
Library - Free Time	Librarian	1
Library - Library Lesson	Librarian	0
Core Values - Good Work	All Staff	1
Core Values - Ambitious	All Staff	1
Core Values - Citizenship	All Staff	1
Core Values - Healthy and Confident	All Staff	1
Core Values - Creativity	All Staff	1
6th Form - Academic Achievement	All Staff	1
6th Form - Leadership	All Staff	1
6th Form - Community Involvement	All Staff	1
6th Form - Positive Attitude	All Staff	1
6th Form - Accountability	All Staff	1

Learners will receive Bronze, Silver, Gold, and Platinum rewards for the total number of points they receive as individuals. This is on a sliding scale, will be displayed in classrooms and will be rewarded to learners as a certificate.

4. Managing Consequences

Teachers are expected to establish and maintain a positive climate for learning in their classroom. They should use a range of different strategies to improve behaviour and should seek to avoid escalating any potential conflict situations. If behaviour does become an issue, teachers should issue a clear 'CHANCE' warning to a learner. A second 'CHOICE' warning may also be given following some take up time by the learner. If a learner does not correct their behaviour after 2 clear warnings, they will be faced with a 'CONSEQUENCE' and asked to leave the lesson. The school operates a faculty parking system, where learners are sent to another classroom within the subject/faculty area to continue their learning, due to persistent poor behaviour in the classroom. This is a time for learners to reflect on their behaviour and identify how they can correct the issue that is preventing them and the class from learning.

Where two warnings and a timeout does not bring about appropriate changes to behaviour, a learner is considered to be persistently disrupting the teaching and learning of the lesson. In this instance, further action should be used. This includes (but is not limited) to;

- setting a subject detention,
- report card,
- making a phone call home to parents or carers,
- referring the learner to the Director of Faculty or Key Stage Leader,
- ending a letter home,
- setting a DoF/SL/SLT detention,
- time in isolation (IEU).

In all cases, learners should be made aware of what action has been taken. It is expected that the majority of behaviour incidents can be resolved by the teacher in the classroom. Any action taken from the point of a timeout should be entered onto *Behaviour Watch/ClassCharts*. Poor behaviour responses are categorised as follows;

	Why?	What?	Next Steps	Further Action
C1 - CHANCE	A C1 is issued when there is disruption of teaching and learning - e.g. being off-task, being out of seat, distracting others.	A C1 is a verbal warning which includes a reminder of which rule is being broken.	None.	Teacher will record on <i>Behaviour Watch/ClassCharts</i> .
C2 - CHOICE	A C2 is issued when there is continued disruption of teaching and learning five minutes after a C1 is issued.	A C2 is a second verbal warning which includes a reminder of which rule is being broken.	Learner will be required to talk to the teacher at the end of the lesson, or at break/lunch.	Teacher will record on <i>Behaviour Watch/ClassCharts</i> .
C3 - CONSEQUENCE	A C3 is issued when there is no improvement after sufficient 'take-up' time.	A C3 is when 2287 (Pupil Support) is called to remove the learner. Faculty parking	Learner will be required to return to attend the hall for a lunchtime detention.	Teacher will update <i>Behaviour Watch/ClassCharts</i> and be required to speak with the learner concerned within 24hrs.

C4 – REMOVALS	A C4 is issued when there is continued disruption when learner is in department referral, or if the learner refuses to go to department referral.	A C4 is when 2287 (Pupil Support) is called to remove the learner. Placed in IEU	Learner will be placed in IEU for the rest of the day and parents contacted.	PS will check that <i>Behaviour Watch/ClassCharts</i> is updated and inform the Key Stage Leader
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Where a serious breach in behaviour occurs in a class, such as fighting; violence towards staff or learners, threatening behaviour, the Pupil Support Manager will be contacted immediately, and the learner removed to the Senior Leadership Team.

Typical disciplinary sanctions include lunch-time detention, after school detention, extra school work/homework and withdrawal of certain privileges. Measures such as after school detention are important to teach young people what is right and wrong, acceptable and not acceptable, in an orderly society. Persistent misbehaviour is dealt with in a staged process, first by the class teacher, then the Director of Faculty, Head of Key Stage and, ultimately, the Headteacher. If any parent does not approve of such measures, then Ysgol Harri Tudur School may not be a suitable choice of school for their child.

Consequence Points (Negatives on *Behaviour Watch/ClassCharts*) – this list is not exhaustive, and we reserve the right to deduct other points where it is deemed necessary.

Points can be deducted for the following:	Deducted by:	
Behaviour Concerns - C1	All teachers	-1
Behaviour Concerns - C2	All teachers	-2
Behaviour Concerns - C3	All teachers	-5
Behaviour Concerns - Late - No Suitable Reason	All teachers	-1
Behaviour Concerns - Mobile Phone	All teachers	-1
Classwork Concerns - Off Task 1	All teachers	-1
Classwork Concerns - Off Task 2	All teachers	-2
Classwork Concerns - Off Task 3	All teachers	-3
PSO Use - Aggression to learner	PSO	-1
PSO Use - Aggression to staff	PSO	-1
PSO Use - Bullying	PSO	-1
PSO Use - C4 - Refused Wing Referral	PSO	-1
PSO Use - Smoking/Vaping	PSO	-1
PSO Use - Truancy	PSO	-1
PSO Use - Refusal to cooperate	PSO	-1
PSO Use - Inappropriate language	PSO	-1
PSO Use - IEU	PSO	0
PSO Use - PSO office	PSO	0
PSO Use - Uniform	PSO	1
PSO Use - Refusal to attend lesson	PSO	-1
6th Form - Missed Deadline	All teachers	-1
6th Form - Work Concern	All teachers	-1
6th Form - Plagiarism query	All teachers	-1
6th Form - Late to lesson	All teachers	-1
6th Form - Missed mentor	All teachers	-1

6th Form - Lack of equipment/books	All teachers	-1
6th Form - Uniform infringement	All teachers	-1

Learners who lose enough reward points to put them consistently below a count of 90 Positives may be required to complete a positive report card in order to encourage them to gain extra rewards points and to avoid losing them.

5. Offensive Weapons

Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for use for causing injury to the person or intended by the person having it with him/her for such use'. This includes 'any article which has a blade or point or is sharply pointed'. Pocket knives and BB Guns are included in this definition for the purposes of maintaining school discipline and the safety of the whole community.

The Senior Leadership Team 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. Those who have an offensive weapon 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 lessons while the investigation takes place.

The learner may receive a fixed term exclusion with consideration of a permanent exclusion as a result of this act. Carrying an offensive weapon is a 'one off' offence where a permanent exclusion may be an outcome. (Welsh Government Guidance on 'Exclusions from Schools').

All the above applies to fireworks and other explosive or dangerous material.

6. Social Media/Sharing of Offensive Material

Sharing of offensive material on social media is not acceptable. The learner will be isolated until relevant outside agencies (including the Police if necessary) have been contacted and advice taken. Where appropriate consequences will be imposed.

Downloading and/or manipulation of photographs of peers or staff and circulating them on social media is a serious matter and will be viewed as a bullying issue. Learners must not take photographs of staff or peers without permission.

7. Drugs, alcohol and illicit substances

If staff or learners report a suspicion of any learner involved with drugs, alcohol or illicit substances then the learners will be interviewed, to empty their bags and possessions, and parents/guardian contacted. This situation is serious and the learner will receive appropriate consequences.

In some circumstances a search may take place without consent this would be carried out within the boundaries set by the Department of Education (February 2014). Any item found, will be confiscated. Drugs and illicit substances will be removed from the school site by the police; alcohol will be destroyed. Any incident relating to illegal substances will be reported

to the police. In addition to this, appropriate consequences will be considered by the school. The learner may be excluded either for a fixed term or permanently as a result of the investigation and the seriousness or repetitiveness of the incident. The school will also refer learners to external support agencies. If a learner is found with tobacco or e-cigarettes, parents will be informed, and appropriate sanctions will be issued.

8. Mobile phones

Please refer to the school Mobile Phone Policy.

Learners bring their phones to school at their own risk. The school accepts no responsibility for any loss or damage or theft of any device.

It is not permitted to record/film any staff or learner without the subjects' permission.

9. Uniform

At Ysgol Harri Tudur we place an emphasis on pride in our community. A visible indication of this is in the standard of uniform. Our school uniform is an important expression of our pride and we expect all our learners to be in the correct uniform.

If a learner's appearance does not meet the expected standard, the school reserves the right to apply sanctions in line with our behaviour policy. Where appropriate, a learner who is not wearing the correct uniform will be asked to wear a replacement item provided by the school until the end of that day, have the non-uniform garment confiscated until the end of the day and/or receive a lunchtime detention.

10. Incidence of Racism

All incidents of racism will be investigated initially by Pupil Support and then referred to the Key Stage Leader. An informal procedure will be used where the investigation shows that the racism, slur, discrimination may have been unintentional, and that the perpetrator may not have been aware of the fact that his or her behaviour was offensive or unacceptable.

Where the investigation shows that the racism, slur, discrimination was deliberate and intended, parents will be informed as soon as possible, and the appropriate consequence issued. This may include the informing the Police. All incidents will be reported and logged according to LEA policy.

11. Pastoral Support System

All year groups have a Key Stage Leader who is responsible for overseeing all aspects of learner behaviour, attendance and wellbeing. However, Key Stage Leaders have a teaching commitment so may not always be able to deal with incidents during the school day. Under the direction of the Senior Leadership Team, the pupil support team will deal with incidents throughout the school day and contact parents where necessary. The pupil support team is led by the Pupil Support Manager and there are Pupil Support Officers available to support learners and staff throughout the school day.

12. Persistent Behaviour Concerns.

Where a learner is consistently receiving concerns on *Behaviour Watch/ClassCharts* and being frequently referred to learner support, Key Stage Leaders will co-ordinate a pastoral support meeting. During the meeting support will be offered and should the poor behaviour continue then the learner may be referred to the Inclusion Service for further support. This will include referrals to the appropriate external agencies and that the Local Authority are made aware of the learner's difficulties. A reduced timetable and modified curriculum may be considered as well as a referral to the Inclusion Panel at the Local Authority for additional support.

13. Bullying

Bullying is treated very seriously in Ysgol Harri Tudur School and we welcome any information that helps us to deal with all kinds of bullying. If a learner is being bullied, they should talk to their mentor or any member of staff they feel comfortable with and it will be reported to the Pupil Support Managers for investigation. If any learner, parent or member of staff is concerned that a learner may be a victim of bullying they must also report it to the Pupil Support Officers for further investigation.

All staff will be trained in Restorative Practice to enable them to deal appropriately with learner conflict. Pupil Support Officers will seek to use restorative conversations to help repair learner relationships.

A separate anti-bullying Policy is available from the School. Bullying concerns can also be raised via the school web page - <https://www.ysgolharritudur.cymru/home.php>

14. Physical Intervention

A member of staff may be required to use physical force to prevent a learner from harming him or herself or others, or to prevent damage to property. If a learner's behaviour warrants physical intervention from a member of staff, then disciplinary action may be taken against that learner. There is separate Local Authority Policy adopted by the school that covers this in more detail; Policy for Positive handling and use of time out areas for schools/educational settings, [linked here](#).

15. Behaviour in the Wider Community

The protection offered by the school's behavioural policies extends to the times that learners are in transit to and from school, whether on public or contract transport or on foot. Learners are required to observe the Welsh Assembly Government's Learner Travel Behaviour Code. The school will also act on behaviours beyond these hours that affect staff or learners in their work at school - for example where staff or learners are the victims of harassment by school learners. However, the school has no powers to police the local community and cannot act on incidents or behaviours that are not connected with the school in any concrete way.

16. Investigation of Incidents

Where an incident of a serious nature is alleged to have occurred, the school will carry out an investigation in a timely and fair manner and may include the following;

- The learner alleged to have been involved in the incident will be asked to write a statement.
- Written statements will be collected from witnesses, the victim and staff present.
- CCTV footage may be used.

The documentation will seek to establish what, on the balance of probabilities, happened and who was involved. Parents cannot insist on being present when learners are interviewed by school staff, but the school will make reasonable attempts to contact parents if police wish to interview a learner on the school site.

17. Exclusions

Internal exclusions (IEU)

Internal exclusion is the final school-based sanction before an off-site exclusion or fixed term exclusion. They are given for a variety of reasons but commonly for refusing to follow the instructions of a senior member of staff, repeated disobedience, multiple incidents of poor behaviour in a single day, racism, swearing, fighting and persistent failure to attend detentions.

Learners who spend time in IEU are effectively isolated from their peers for the whole day, including break and lunchtimes. The internal exclusion is an opportunity for the learner to reflect on his/her behaviour and demonstrate that he/she can conform to the school's values and expectations. Learners will be set work by their class teachers and will be expected to complete it. Following an internal exclusion, the Key Stage Leader may invite parents/carers in for a meeting with the learner to discuss their behaviour and agree targets for improvement.

Revolving door (social exclusion)

Learners who display continual poor behaviour in and around the school can be placed at the discretion of the SLT in a school facility away from the main building to be monitored by a learning coach for up to 5 days. This will be continually monitored throughout the week with learners displaying positive behaviour in the facility returning to school.

PSP Tutored external alternative to exclusions

A PSP Tutored External exclusion is an exclusion from school but educated by a tutor for a period of 1hour in an off-site location. Most PSP Tutored External exclusions are for short periods of time (up to 5 days) but can be for longer for serious offences.

Fixed term exclusions

A fixed term exclusion is an exclusion from school for a set number of days. Most fixed term exclusions are for short periods of time (up to 5 days) but can be for longer for serious

offences. A learner may be excluded for one or more fixed periods, up to a maximum of 45 school days in an academic year and is at the discretion of the Headteacher.

The Headteacher and Governors are responsible for all exclusions. For details of the exclusion policy, including the complaints procedure, refer to the Exclusion Policy document.

Permanent exclusions

Permanent exclusion is only given as a last resort or for a one-off serious breach of the school behaviour policy. Examples of serious behaviour which could lead to permanent exclusion include (but are not limited to) persistent bullying; theft; abusive, violent or dangerous behaviour; possession/use/supply of drugs, alcohol, cigarettes or other dangerous or illegal substances; possession of knives/blades or other weapons capable of causing harm; racism; seriously disrupting lessons. Permanent exclusion might be appropriate for a first time or one-off offence. These might include serious actual or threatening violence against another learner or a member of staff/sexual abuse or assault/supplying of illegal substances/use or threatened use of an offensive weapon.

18. Complaints procedure

If a learner has a complaint against a teacher's work or behaviour, s/he may:

- Speak to the teacher directly outside of lesson time.
- Speak to their mentor.
- Refer to any teacher who will pass on the complaint to the relevant person.
- Inform a member of the pastoral team (Key Stage Leader).
- Ask parents to contact the school.

If a parent/carer has a complaint, s/he could;

- Raise it with the mentor, the teacher concerned or with the Key Stage Leader.
- Write to the Headteacher, who will investigate the matter and report back.

If a complaint is considered to have been inadequately dealt with, parents can make a complaint through the school's Complaints Policy.

19. Monitoring and Evaluating

This Positive Behaviour policy is subjected to regular review by Governors and the Headteacher. The SLT member responsible for the policy is Andy Barlow, Deputy Head. The policy has links with other school policies, importantly;

- Welsh Government Exclusion from Schools and PRU's
- Challenging Bullying Policy
- Physical Handling Policy
- Complaints Policy

APPENDIX 1

Learners First

Dear Parent/Carer/Guardian

To help children reach their full potential it is important that they are supported by both home and school. In supportive surroundings, they will be able to make the most of their time here.

This agreement sets out a way in which school and home commit themselves to work together over the next few years.

We hope that by signing this agreement we will forge an effective link between home and school.

This should lead to a better understanding of our joint responsibilities. Your child will benefit from our joint pledge.

We look forward to a long and happy partnership with you.

The Headteacher and Staff of Ysgol Harri Tudur / Henry Tudor School.

This agreement will be kept with your child's file. You are welcome to view it at any time.



Ysgol Harri Tudur /
Henry Tudor School

Our School Rules

Ready to do my best

Respectful to others and myself

Responsible for my actions

**HOME/SCHOOL
AGREEMENT**

Learner's Name:

Parent/Carer/Guardian Name:

Telephone number:

Email:

Date:

APPENDIX 1

AGREEMENT for Learners

I will:

- Be **Ready, Respectful** and **Responsible** – these are the school rules
- Make sure I attend every day
- Work hard and believe that I can do well.
- Ask for help if I don't understand my work
- Do my work on time and catch up with work that I miss for any reason
- Wear the school uniform for Ysgol Harri Tudur / Henry Tudor School.
- Have the essential equipment/kit for lessons
- Be polite, helpful and kind.
- Do my best
- Follow the rule on mobile phones

Learner's Signature

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AGREEMENT for Parents/carers / Guardians

We/I will:

- Make sure that my child has 100% attendance and always arrives on time
- Encourage him / her to work hard and make the most of opportunities
- Contact school as soon as possible if she/he is absent
- Take an interest in my child's work, especially homework, reading, writing and Mathematics
- Work with the school to make sure that my child behaves properly, understands and follows school rules
- Attend meetings with teachers to discuss my child's progress and achievements
- See that my child wears the correct school uniform and is properly prepared with the essential equipment for school each day
- Let the school know if there are any problems that may affect my child's ability to learn
- Encourage my child to join the school's clubs and visits
- Regularly check and sign the learner diary
- Support the policies of the school including the Behaviour & Discipline Policy
- Ring to arrange an appointment to see a member of staff

Parent/Carer/Guardian Signature

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AGREEMENT for the School

The school will:

- Provide a learning environment that is stimulating, safe and caring
- Ensure that your son/daughter makes the most of her/his opportunities at school
- Make sure that all lessons are well prepared to a high standard and appropriate to your child's needs
- Set regular homework that will be monitored
- Let you know regularly how your child is progressing
- Contact you as soon as possible, if we are concerned about your child's standard of work or behaviour
- Get back in touch as soon as we can if you telephone or write to us
- Welcome you into the life of the school and keep you informed about the work that is planned
- Offer a range of additional activities / clubs to enrich your child's experience of school
- Use Behaviour Watch/ClassCharts to record any positive comments or concerns that have occurred
- Keep you informed of any major changes in the school or forthcoming events by sending out reminders via social media or text
- Fully investigate any complaint following our agreed procedures.

Teacher's Signature

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APPENDIX 2

Restorative Practice

Restorative Practice (RP)

Ysgol Harri Tudur School is committed to working restoratively with learners to manage conflict and enable learners to progress and reflect. All staff have received Restorative Practice training and have been issued with cards for the key questions. The Local Authority has endorsed RP as part of an anti-bullying strategy across the county.

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 on both sides.
- Learners may still have a consequence or sanction for their action.
- Learners will be encouraged to undertake a restorative session which may be facilitated by the Pupil Support Officers.
- 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.

Staff have all been issued with the key restorative questions

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?
- What do you think needs to happen next?

APPENDIX 3

Harri Tudur School Detentions

Detention is one of a range of sanctions available to the school; others include loss of privileges, use of a report card or being out of normal timetabled lessons to work in a different room. When attending an after-school detention, learners are required to bring work with them to complete. If they do not have any work with them, an appropriate task will be set.

Type of detention?	Who sets the detention?	Reason it could be set	Operational
Centralised after school detention with restorative conversation. (Up to 30 minutes.)	Subject teacher	Learner has received a C3 in lesson.	Class teachers to bring any learner with a detention to the hall. Staff who have issued a C3 (L4/5 or L1/2/3) will need to attend the hall. [PSO team to register staff/learners]
SLT Friday detention for 60 minutes.	Subject teacher	Learner has received x3 school sanctions (uniform/punctuality/C3)	Class teachers to inform learner concerned of when and where detention is to take place and escort to the hall.

Failure to attend **ANY** after school detention will result in being placed in IEU the next day and parents notified.

Note;

All detentions can be rescheduled, or alternative times can be agreed between the learner and learner services. It is the responsibility of the learner to speak to the teacher directly if alternative arrangements need to be put in place.

APPENDIX 4

Learner Support System at Ysgol Harri Tudur School

Key Stage Leaders

There is a Key Stage Leader for Year 7 and 8 (KS3) and 9, 10 and 11 (KS4). They are responsible for pastoral care of the learners in their year group or key stage. They will hold weekly year group assemblies; 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 Head of Key Stage will organise a pastoral support meeting to address the issues. Heads of Key stage will work closely with the tutors, Pupil Support, Attendance Officer, Faculty and senior leaders to improve outcomes for all learners.

Pupil Support Manager

The Head of Pupil Support is Mr Tom Darcy. He leads a team of experienced staff who are committed to improving the behaviour and emotional wellbeing of learners at Ysgol Harri Tudur School.

Pupil Support Officers

If learners experience difficulty in behaving appropriately, staff will follow the classroom consequences procedure. If a learner fails to respond to this, the Pupil Support Officer on call will come to collect the learner. In some cases, it may be possible after a restorative conversation for the learner to be returned to the class. Where it is not viable for the learner to remain in the class the Pupil Support Officer will arrange for the learner to continue their work elsewhere. This may be in the Pupil Support Office, Internal Exclusion Unit, or placed with a senior member of staff on call.

Pupil Support Officers will be on a rota for on call duties and on the desk. They will ensure that *Behaviour Watch/ClassCharts* is kept updated of any outcomes/sanctions actioned. They will work with the Pupil Support Manager and Heads of Key stage to ensure that learners are referred appropriately for support.

Leadership Team On Call

In addition to the Pupil Support Team there is an on call rota for Senior Leaders who will be called if the Pupil Support Team cannot resolve issues with learners. Senior leaders will also walk around and visit lessons where appropriate.

Attendance & Welfare Officers

The Attendance and Welfare Officers are responsible for monitoring all aspects of attendance and ensuring that all learners are supported in making the school attendance target. They will make calls home and send out the recommended letters regarding attendance. They may also arrange to make home visits where necessary. They will assist Heads of Key stage in implementing pastoral support plans to improve attendance and emotional wellbeing. They will make appropriate referrals to outside agencies regarding wellbeing issues. They deputise for the Safeguarding Teacher in her absence. Staff should inform the Attendance Officer as well as the designated Safeguarding Teacher if they have any welfare concerns for a learner.

APPENDIX 4

Child Protection

- Mrs Ann Andrew (AA)(member of the Senior Leadership Team and the ALNCO) is the designated child protection and safeguarding teacher.
- AA has overall responsibilities for all child protection issues, organises child protection reports and may attend conferences / reviews.
- AA ensures that all child protection information is stored securely.

APPENDIX 5

Travel Behaviour Code

Your safety is very important. You must behave responsibly and safely when travelling to and from school or college, whether you go there by bus, train, taxi, bicycle, walking or any other way. If you get a bus to school or college, you must also follow the rules in the School Bus Travel Behaviour Code.

If you do not follow this Code, for your own safety, and other people's, local authorities, schools and colleges can take action against you. This might involve taking away your right to school transport and even excluding you for school.

Your Responsibility	Your Safety	Your Rights
<ul style="list-style-type: none">▪ Always respect others, including other learners, drivers and the public.▪ Always respect vehicles and property.▪ Always be polite.▪ Never drop litter.▪ Always obey the law.	<ul style="list-style-type: none">▪ Always behave well when travelling.▪ Always follow the driver's instructions when travelling.▪ You must not distract drivers.▪ Always cross the road safely and sensibly.▪ Always travel by a safe route.	<ul style="list-style-type: none">▪ To be safe when travelling.▪ To be treated fairly and with respect.▪ To tell someone if somebody or something is causing you problems.▪ Not to be bullied or picked on.
<p><i>Please tell a teacher, parent or driver about any concerns you may have.</i></p>		

APPENDIX 5

School Bus Travel Behaviour Code

- When at the bus stop, always wait sensibly, off the road.
- Make an arrangement with your parents what to do if the bus does not arrive or if you miss it.
- When the bus arrives, wait for it to stop. Never push or rush for the door.
- Show your bus pass (if you have been given one) when you get on the bus.
- On a school bus stay in your seat for the whole journey.
- On a public bus find a seat if one is available.
- Never block the aisle with your bag or other belongings.
- Always wear a seatbelt if one is provided.
- You must not distract the driver when he or she is driving.
- Never eat or drink on the bus.
- Never throw anything in or from the bus.
- Never operate the bus doors or exits, except in an emergency.
- Always follow the instructions of the driver or passenger assistant at all times.
- If there is an accident, stay on the bus until you are told to leave. If it is unsafe to stay on the bus, then leave by the safest exit.
- Never try to get on or off the bus until it has stopped.
- Always get off the bus sensibly, taking all your belongings with you.
- Never cross the road in front of or close behind the bus.

APPENDIX 6

Teachers guide to support behaviour

Utilise the 'First Five' strategy and plan the lesson around the engagement the most challenging learners.

Lesson start routine:

- Meet and greet positively at the door for every lesson (address barriers to learning e.g. gum/coats etc).
- Starter activity and books pre-prepared.
- Register to be taken once starter task is underway.
- Utilise 3-2-1 as a means of gaining classroom control.

Reminders:

- Use gender neutral language.
- Use the Ready, Respectful, Responsible to address any rules that may have been broken.

Strategies to adopt alongside this process are:

- Tactical ignoring (deal with primary behaviour).
- Wait time between commands.
- Use non-verbal communication.
- Provide praise to those that abide rather than sanction those that don't.
- Check in on learners and roam the class.
- Utilise effective seating plan.

On dealing with a situation use:

- Use Chance - Choice - Consequence when issuing a sanction

It is the expectation that no removal from lesson occurs within the first 7 minutes (unless a H&S concern).

Break/lunchtime:

Address concerns and breaches of school rules using Ready, Respectful, Responsible and report any negative behaviour to PSO.

APPENDIX 7

Roles and responsibilities of individual staff

Subject/Class Teachers

- Provide a safe, engaging and stimulating learning environment in your classroom
- Apply the Positive Behaviour policy consistently and in line with agreed protocols
- Enter any rewards or sanctions into *Behaviour Watch/ClassCharts* and apply the detention process.

Mentors

1. Monitor all sanctions/rewards recorded on *Behaviour Watch/ClassCharts* for your form. Issues with behaviour, attendance and uniform should be discussed with the relevant learners during tutorial time.
2. Learners who continually receive sanctions should be monitored and placed on form tutor book report.
3. Apply uniform sanctions at breaktime.
4. Apply mobile phone protocol for collection of learner mobile phones

Heads of House/Directors of Faculty

- Monitor the awards and sanctions issued within the faculty and evaluate issues that arise on a weekly basis with the data provided and report on this in line management meetings.
- Learning sanctions are the responsibility of the individual teacher and the department and should be recorded on *Behaviour Watch/ClassCharts*.
- Ensure all staff understand the Positive Behaviour policy and apply it consistently.
- To facilitate the daily lunchtime detention session for learners who have received a work concern.

Key Stage Leaders

- Monitor *Behaviour Watch/ClassCharts* for behaviour patterns and send letters of concern to parents. Parents to be invited in for a meeting as appropriate.
- Prepare lists in conjunction with Pupil Support/Attendance Officer for parental letters, assemblies and certificates.
- Liaise with Pupil Support to ensure that parents are informed when learners have been placed in after school detention
- Liaise with Pupil Support to ensure that parents/SLT/police are informed when learners have been reported as off the premises.
- To organise rewards events with members of staff for learners to achieve their token/voucher.
- To facilitate the daily lunchtime detention session for learners who have received a C3 sanction.

Senior Staff

- To facilitate the daily lunchtime detention session for learners who have received C3 sanction.
- In liaison with DoF/KSL to deal with learners who continue to misbehave after the C3 has been reached. SLT will decide on appropriate course of action. These are to be reported to the Pupil Support for recording purposes.

APPENDIX 8

Behaviour Concern Pathway

Report Card

Report cards will be issued by form tutors in the first instance. Should behaviour concerns escalate then further book reports can be utilised by Mentors/KSL/SLT.

Parental Meetings

Often a parent will be asked to attend school or be communicated with by telephone when there is a concern regarding behaviour. It is expected that parents attend these meetings in order to deal with the concerns at hand and ensure both the school and parents are proactive in dealing with the learner concerned.

Academic Support Plans (ASP)

An Academic Support Plan is a programme of intervention to support young people. An ASP helps coordinate interventions for learners at high risk of permanent exclusion. It is a school based process but may involve support from parents, external agencies or other outside professionals involved with the young person and their family. The ASP sets clear targets for the learner to work towards within a specific time frame (normally 6 weeks). These targets are agreed with the learner and work alongside agreed support put in place by the school and other agencies. An ASP will be put into place after a behaviour panel, or at the discretion of the pastoral team following a referral by Key Stage Leaders.

Pastoral Support Plans (PSP)

In some circumstances where a learner has become severely disengaged with school and are at risk of exclusion, they may be referred to the respite provision for an interim period (normally 4-6 weeks). Learners on respite can attend an education facility at a different venue or be placed on a reduced timetable. They will focus on core subjects and on their emotional and social development. Successful completion of respite will result in a phased reintegration back into school.

Governor Behaviour panels

When a learner has received more than one fixed term exclusion, or they have failed to respond to any other systems for supporting behaviour within the school, they and their parents will be asked to attend a behaviour panel attended by the Headteacher and representatives from the Governing Body. At this point a learner will be given a formal warning about their behaviour and that they are at risk of permanent exclusion if there is no improvement.