



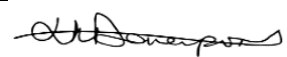


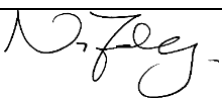
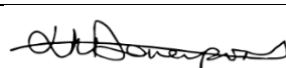
Prestatyn High school

Ready To Learn

Engagement and Behaviour Policy

* For the purposes of this policy, the term 'school' refers to maintained nursery, primary, secondary and special schools, and pupil referral units (PRUs).

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Signed (chair of governing body)	
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Policy developed by	Mari Gaskill Ysgol Llywelyn Nicola Griffiths Ysgol Pendref Dafydd Jones Ysgol Melyd Dylan Jones Ysgol Glan Clwyd Ceri Ranson Ysgol Brynhyfryd Tim Redgrave Ysgol Esgob Morgan Darren Taylor Ysgol Twm O'r Nant Nicola Wynne-Roberts DCC
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Ready to learn

Engagement and Behaviour Policy

Prestatyn High School is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community. Cooperation, support and respect are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life and are comfortable to voice their opinions. Success and hard work is recognised and rewarded.

This policy outlines what we expect from all our pupils in terms of their behaviour and consequences of not doing so. Good behaviour and self-discipline have strong links to effective learning and are essential lifelong skills for pupils to carry with them both during and after their school years.

In Prestatyn High School our aim is to ensure that all pupils become

- Ambitious, capable pupils, 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, ready to be citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

To achieve the best outcomes for our pupils it is essential that strong collaboration and partnerships exist between the pupil, the school and home.

Pupils learn best in a disciplined and orderly atmosphere where they are often reminded of expectations. Our rules are clear and set the standards that pupils should aspire to, in and out of the classroom. Good discipline is of whole school importance and the responsibility of each member of staff at all times. A consistent and firm response from our staff to promote positive behaviour, and tackle unacceptable behaviour, reinforces our expectations of the pupils.

Problems are normal whenever people interact, especially when young people are learning and testing the boundaries of acceptable and agreed behaviour. Success can be judged not by an absence of problems but by the way we deal with them. We should always endeavour to distinguish between the problem and the person. Young people will always make mistakes and when they do, there needs to be a response, not a reaction.

Our expectations also outline the behaviour, attitude and order each member of our school community should follow at all times.

1. Aims

Prestatyn High School believes that all pupils should be aware of the standards of behaviour that are expected of them and that they take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave the school with the skills they need to continue to progress to the best of their ability in all areas of life.

School Expectations

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
- Respectful – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Safe - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions and the safety of others.

In order to follow these simple rules, the following list is an example of how pupils can adhere to them:

- Always be on time and ready to learn
- Keep your appearance smart and tidy and wear appropriate school uniform, that has the school logo, at all times to and from school
- Be respectful to others by not using rude, derogatory, racist or defamatory language
- Be considerate of your peers and the extended community.
- Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways or when in public places
- Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the school and to members of the general public
- Take care of your environment, both on the school site and outside and keep it tidy. Do not litter and do not vandalise property in any way
- Unauthorised absence from school will not be tolerated
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances

- Obey staff at all times
- Display appropriate behaviour to and from school

Behaviour management

At Prestatyn high School we are committed to ensuring that effective teaching and learning takes place and good behaviour is compulsory in all aspects of school life. We seek to create a positive learning atmosphere through:

- Promoting good behaviour and discipline.
- Promoting self-respect, self-discipline, respect towards authority.
- Promoting positive relationships which are based on mutual respect.
- Promoting consistency whilst responding to positive and negative behaviour.

The school understands that the first step to modelling good behaviour is to lead by example. All staff, volunteers and adults should act responsibly and professionally, and should not belittle pupils or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and consequences are clear to all. These are applied fairly, proportionately and without discrimination, taking into account additional learning needs and disabilities as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their professional development.

We work with parents/carers to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and consequences, that good support systems and praise and rewards are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents / carers regularly. We encourage parents / carers to communicate with the school if they have a concern about their child's behaviour and we will do as much as is possible to support parents / carers as and when they need it. We promote good behaviour within the school and reminders of school rules and expected standards of behaviour are up on walls in classrooms and situated around the school.

Staff will be a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that pupils are using the school grounds respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of mental health needs. If such needs are identified we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of pupils with ALN and/or disabilities. Whilst all pupils identified with ALN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. An Individual Behaviour Plan, Pastoral Support Plan and / or Individual Reactive Strategy may be used for pupils who can display challenging behaviour where they have ALN. The school has a successful model of multi-agency working to support the needs of the more vulnerable pupils and value this. Advice will be sought from external agencies where necessary to assist with appropriate support strategies, which will be monitored and reviewed. Please read the school's special educational needs policy for more information.

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills.

Consistency lies in the behaviour of adults and not simply in the application of procedure. The school believes that a sustainable consistent approach comes from all members of staff supporting the system firmly. When pupils feel treated as valued individuals they respect adults and accept their authority.

Middle Leaders

Middle leaders should not deal with behaviour referrals in isolation. They should support colleagues but not take over the behaviour management.

- Celebrate staff and pupils whose efforts go above and beyond expectations
- Support staff in returning pupils to learning by leading restorative conversations if necessary and supporting staff with this process

- Be a visible presence in the department/year and on corridors to encourage appropriate conduct including during lesson changeovers
- Share good practice within the department/year
- Enforce effective department referral system
- Ensure staff training needs are identified and targeted
- Ensure supply teachers are supported

Senior Leaders

Senior leaders should not deal with behaviour referrals in isolation. Rather they should stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

- Celebrate staff, leaders and pupils
- Be a visible presence around the site and at changeover time
- Support middle leaders in managing pupils with more complex or negative behaviour
- Regularly review provision for pupils who have exceptional needs
- Monitor and evaluate patterns of behaviour to inform intervention
- Report data and behaviour to relevant authorities and governing body

Recognition – An opportunity to reward Pupils for their achievements.

- **Classroom level** – Teachers are highly skilled at identifying opportunities to praise Pupils and recognise their successes. Teachers are to identify a minimum of 2 pupils per timetabled lesson (daily average) to award praise points to. This is attached to their register for ready to learn achievement points.
- **Form Tutor** – It is a requirement for form tutors to have SIMS conduct summary tracking set up on their home page for the appropriate registration group or bubble. Pupils are to complete the 'Pupil Conduct Summary Tracker Booklet' once a week. Pupils therefore should be aware of their NET point score and attendance.

- **Departmental Team** – Pupils will be identified fortnightly by their teachers to receive recognition postcards for outstanding attainment and endeavour in their subjects. Heads of department should use SIMS tracking to identify classes for praise and recognition using praise points and engagement levels. Reviews of the data should be weekly and feedback should be provided to departments to determine targets at department meetings.
- **Year Team** – Provide weekly updates to tutors to identify the highest achieving registration groups within the year. Track daily conduct summary for the year group assessing high achievers. Promote a positive culture and recognise those pupils who regularly achieve praise and recognition points. End of term rewards for praise points and attendance to be completed by each year group. Assess Bronze / Silver and Gold data (praise points, attendance and engagement score) at the end of each term. Rewards to be determined by each HoY.
- **Senior Leadership Team** – Pupils will be invited to meet with the Headteacher and team to recognise their achievements.
- Progress will be celebrated at **Celebration of Achievement Evenings**.

As at any school, almost all of our pupils are polite and well behaved most of the time. They are keen to learn and participate fully in all aspects of school life. For Pupils to achieve at the highest level of which they are capable, good attitudes, parental support and the establishment of the right conditions for learning are all essential. Acceptable standards of behaviour and respect depend upon the example of us all: we all have a positive contribution to make. Good order has to be worked for, it does not simply happen. Staff are expected to recognise the engagement of the pupils as a priority regardless of their academic ability. Pupils should be rewarded for consistently engaging in learning using short term recognition and applying praise points on SIMS, and in turn this will result in long term rewards issued by the year teams. Everyone at the school is here for a purpose and every person should be respected and treated as an individual. Relationships are vital – between everyone and at every level.

Appendix A

Engagement and Behaviour

Rights and responsibilities with regard to staff

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
- Respectful – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Safe - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions and the safety of others.

Rights and Responsibilities:-

Prestatyn High School and its staff have the right to:-

- Enforce the school's behaviour policy including rules and disciplinary measures.
- Expect pupils and parents cooperation in maintaining an orderly climate of learning.
- Expect pupils to respect the rights of other pupils and adults.
- Not tolerate abusive or violent behaviour.
- Involve outside agencies as appropriate.

Classroom Expectations.

The rules of the classroom need to be referenced regularly by the classroom teacher. Pupils should be questioned about the rules and asked to offer reasons why we have such rules. The rules will only remain effective if all the teachers use them on a regular basis. Please see classroom expectations in appendix I

It is vital that we manage our expectations based on the pupil's ability and understanding.

All staff should follow the **same procedures** :

- Always start and end a lesson on time.
- Always take a class register and make a note of any pupils who are late.
- Create a seating plan and adhere to it.
- Remind the pupils regularly of the expectations and consistently give praise.
- Do not leave the classroom, unless there is an emergency.
- Keep pupils on task throughout the lesson and do not let them leave the classroom, unless there is an emergency.

- Identify the classroom hot spots, and strategically locate ourselves in response to this.
- To know the name of all pupils who are in our care.
- Take responsibility for discipline.
- Every day is a new start
- Every lesson is a new start.
- To hold restorative meetings.
- Identify a minimum of 2 pupils per timetabled lesson to award praise points to.

All staff should:

- Meet and greet pupils at the door
- Model positive respectful behaviours and build relationships.
- Maintain emotional control – give yourself time to think before reacting
- Uphold your dignity to sustain a relationship with the child.
- Be calm and allow time for pupils to act and respond when working through the system.
- Be confident.
- Be consistent.
- Show compassion.
- Maintain a professional relationship – separate the behaviour from the child.
- Understand they can influence change and that when an adult changes everything changes.
- Recognise that everything depends on the adults' behaviour.
- Be proactive in ensuring you keep up to date on individual pupil needs
- Share good practice and success
- Be a visible presence around the site and at change over time
- Plan lessons that engage, challenge and meet the needs of all pupils
- Ensure praise outweighs any negatives (a ratio of 5:1)
- Follow up after an incident of negative behaviour. Retain ownership and engage in reflective dialogue with the pupils and take part in restorative work
- Use the praise and reward system in all lessons

We should follow all of the above to ensure we don't:

- Humiliate
- Shout – it belittles others and diminishes impact
- Over-react or act impulsively

- Punish everyone in a group, or punish something you can't prove.
- Use sarcasm.
- Abuse your authority.
- Use empty threats
- Make empty promises
- Hold a grudge

Behaviour Management Strategy, to create a positive learning environment.

1. Plan Lessons for good behaviour

High Expectations

If there are high expectations for all pupils, they will be more likely to succeed. You must set clear boundaries and you must re-visit them frequently.

Differentiate

Excellent teaching can reduce behaviour problems, but this is not always the case. Research shows that clear explanations and tasks which are matched to the needs of the learners improve attitudes towards learning.

Good pace in a lesson

A well paced lesson can help ensure pupils are engaged and productive throughout.

An organised learning environment

An orderly and tidy learning environment can help promote good concentration and avoid distraction.

2. Staff-Pupil Relationship

You should ensure that everyone is treated fairly and with consistency. **Every lesson is a new start.**

3. The teacher's passion

If a teacher has passion for the subject, this will be conveyed to the pupil.

4. The teacher is ready for the lesson

If a teacher is in the classroom ready to greet the pupils and engage in eye contact, this is an advantage and gives control and control of the classroom. You should consider an appropriate seating plan for each class or follow the one put in place.

5. Praise

Staff should consider using praise three times to every one reprimand, this can change an individual's attitude during a period of 2/3 weeks. **'Catch them being good'.**

6. Language

Staff should always use positive language. E.g. rather than saying "will you stop talking" you can say "I want everyone to listen now!", rather than "Dylan, don't turn around to talk to Bethan", you can say "Dylan, thank you, I need you to face me and

focus on your work'. Try not to use uncertain questions, give polite and courteous instructions.

7. Be consistent

Whatever your behaviour strategy, you must be consistent, and everyone should be treated equitably.

Beyond the classroom

All staff have a collective responsibility to promote positive behaviour beyond their classroom. Undirected time can contribute to a deterioration in the behaviour of pupils.

We can all promote good behaviour through positive interactions at every opportunity.

We should expect to:

- Enjoy relating to one another.
- Welcome all members of the school community.
- Start a conversation at every opportunity.
- Deal with poor behaviour, to ignore is to condone.
- Set high standards of speech, manner and dress.

The behaviour around the school and the late arrival of pupils can have a detrimental effect upon your lesson and other lessons going on within the school.

The following is to be used as basic guidance for the behaviour around school. Ensure as much as possible that you reinforce the procedure below.

The same expectations of behaviour and conduct apply to pupils either on or off the school site during the time when the school duty of care applies. This will usually mean during term time when the pupil is readily associated with the school and / or on other special occasions. These include behaviour on activities arranged by the school such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

Consequences in line with the Ready to Learn policy will be applied in proportion to the severity of the misbehaviour; the extent to which the reputation of the school has been affected; whether the pupil(s) in question were readily identifiable as members of the school; the impact on the orderly running of the school and / or threat to another pupil or member of staff and the impact on future opportunities for other pupils.

The school will also take an interest in behaviour it does not regulate through liaison with the local authority, policy and other appropriate agencies. Examples of the above include dropping litter; graffiti; throwing objects; smoking; foul language or other forms of anti-social behaviour; intimidating behaviour such as sitting on residents' walls or blocking pavements.

Dealing with poor behaviour

While responding to unacceptable behaviour, staff should take note of the below advice:

- All staff should adhere to our whole school strategy for managing behaviour.
- If a pupil seems to be “playing to the audience”, deal with them away from the audience.
- Convey to the pupil that you have high expectations of them and are disappointed when they let themselves down.
- Make it clear to a pupil that once an incident has been dealt with then as far as you are concerned it is finished. You expect normal relations to be re-established. Every lesson should be a chance to make a fresh start.
- The closer the sanction is in time to the misdemeanour, the more effective it is likely to be.
- Sanctions aimed at a pupil rather than at the behaviour, should be avoided at all costs. Sarcasm, embarrassment, fear etc, will worsen matters rather than help them. Ask yourself how you would feel if you were in the same situation.
- Remember it is usually not personal.

Disciplinary consequences

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline pupils. Prestatyn High School operates using the following disciplinary measures:

Sanctions are adapted relating to the seriousness and frequency of the behaviour.

The Warning System

- Warnings can be issued to warn the pupil against any behaviour that is deemed inappropriate or disruptive in that lesson. Unless there is an emergency staff should not issue official warnings for the first ten minutes of any lessons.
- Warnings will be given clearly and the pupil will be informed of why a warning has been given. Other strategies will be implemented by the staff member to encourage the pupil to modify their behaviour in between the issuing of warnings.
- Warnings must be given one at a time with reflection / action time.

- Warnings can be issued in a class to support disruption within any single lesson.
- If a pupil receives 3 warnings in a lesson, they will be asked to leave the classroom and attend the '3rd warning referral room'. Pupils will be advised which room to go to. Currently this is picked up by patrol and the pupil is taken to another room in the year bubble.
- If there is continued negative behaviour once a pupil has been removed from a class and further strategies and interventions have meant that a pupil still has not altered their behaviour, a 4th warning may be issued by the member of staff in the referral room, this will need to be referred to the Head of Department and patrol who will decide if a pupil is to then attend the Isolation Room. On occasion this decision a member of patrol may ask for further clarification.
- The issuing of warnings may lead to a detention. If a pupil fails to attend this detention please follow the detention protocol.

The Isolation Room

- Pupils will be sent to the IR by the HoD/HOY/AHOY if they have failed the 3rd warning referral and received a 4th warning by the member of staff in the referral room and the HOD/HOY/patrol feels that it is appropriate.
- Pupils will spend the remainder of the lesson in the Isolation Room. Senior members of staff may adjust this time depending on the nature of the incident if required.
- When in the IR pupils will undertake curriculum and reflection work.
- Members of the pastoral team will notify parents/ carers if a pupil has been sent to the Isolation Room via a phone call.
- Pupils will not be allowed their phones when in the IR and they will be asked to hand their phones in.
- There will be consequences if a pupil fails to complete their time in the IR.

Emergency Referral

- On rare occasions, more serious incidences may require the use of an Emergency Referral system where a pupil is referred to the IR immediately. The patrol member of staff will support with removing pupils from a class if necessary.

Consequences for swearing

- Swearing will not be tolerated and consequences will be imposed to all pupils who swear causing disruption to the learning environment.
- If a pupil swears directly at a member of staff, they will receive an internal exclusion of usually one day unless there are extenuating circumstances where this would not be appropriate. Use the patrol system to remove pupil from the class.
- Staff should use their judgement if a pupil is swearing in the peer group without the intention of causing offense to a member of staff. It may be appropriate to issue a warning.

Restorative work

A restorative meeting should take place following a negative incident and before the next lesson where possible. In following up an incident personally, the member of staff is better placed to have an impact on the behaviour of the pupils in future. If the pupil does not attend or the reconciliation is unsuccessful, the member of staff should call on support from their line manager who will aid the restorative process. For further guidance on restorative work members of staff can consult the staff handbook 'Ready to Learn'

Detentions

A pupil may receive a break and/or lunch time detention for receiving warnings or not following the school rules. See detention protocols. Pupils walking out of a lesson should be given a detention by the class teacher that matches the time they were absent from the lesson.

If an after-school detention is issued parents / carers will be given 24 hours' notice and they are required to collect the pupil. Failure to complete after school detentions will result in further consequences being issued. Pupils placed in the internal exclusion room will also sit a one hour after school detention.

Patrol

There will be two members of staff on 'patrol' at all times. They will assist with supporting in maintaining the calm and orderly manner of the corridors during lesson

times. They will also assist in escorting pupils who have been sent to a referral room or the IR by the HOD/HOY.

Exclusions

The school reserves the right to exclude any pupil internally or externally for a fixed period. The length of any fixed term external exclusion will depend on the type and severity of the incident. For further details on exclusions please see the school's Internal and External Exclusion policies.

Malicious allegations

If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

Appendix B

Engagement and Behaviour

Rights and responsibilities with regards to pupils

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
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- Safe - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions and the safety of others.

Pupils have the right to:

- Be treated with respect and listened to.
- Be taught in an environment that is safe and conducive to learning.
- Expect appropriate action from school staff when dealing with any incident of bullying, violence, discrimination or harassment.
- To use relevant school procedures i.e. complaints, if you feel a situation has not been resolved satisfactorily.

Pupils are expected to take responsibility to:

- Meet the behaviour expectations of our school.
- Conduct themselves around the building in a responsible manner and show regard to others.
- Arrive on time to lessons.
- Bring equipment appropriate for the lesson.
- Follow reasonable instructions given by staff, obey rules and accept sanctions.
- Behave in a respectful and polite manner to all.
- Show respect for the opinions and beliefs of others.
- Complete all class work in the manner required.
- Hand in homework at the time requested.
- Show respect for the school environment.
- Demonstrate collective responsibility and respect for the school environment.
- Act as representatives of the school when away from the building.
- Not bring inappropriate items to the school.
- Never harm, denigrate or bully other Pupils or staff.

Items not permitted:-

Under no circumstances should illegal or inappropriate items be brought into school and all pupils will respect and look after the school premises and environment.

The following items are not allowed in school under any circumstances:

- Weapons of any kind
- Alcohol, illegal drugs and legal highs
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material
- Whilst we accept that mobile phones are now part of pupils lives, they should only be used during break and lunch times but must never be used to record images of other pupils at an time.
- Music devices, games devices or any device deemed to have a negative impact on learning will be confiscated.
- Headphones are not permitted to be worn inside.
- Fizzy drinks/energy drinks are not permitted in the school.
- IT equipment other than that issued or approved by Ysgol < > and inclusive of cameras and recording equipment.
- Cigarettes/tobacco/e-cigarettes, matches and lighters.
- Gambling is not allowed on school property

Pupils will be expected to:-

- Adhere to the school uniform policy.
- Eat only in the canteen and designated outside eating areas.
- Not engage in any commercial activity on the school premises.
- Respect property belonging to others.
- Not engage in activities likely to endanger the safety of others

Advice to pupils:-

- Do not bring valuables or money into the school. Should you need to bring money into the school bring the smallest amount possible.
- Do not bring expensive items of clothing and equipment into the school. The school will not be liable for any damage or loss.
- Use bags for school which are a suitable size and strong enough to carry books and other equipment.
- Contact your Head of Year or Assistant Head of Year if you need clarification on any issue.

Additional expectations

The school expects all of its pupils to show respect to one another, to school staff and anyone else that they may meet. Incidents of bullying or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors of our school even when off school premises and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, respond respectfully to staff and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour such as Individual Behaviour Plans and Pastoral Support Plans. School work and homework should be well presented, completed to a high standard and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions. If pupils are struggling to meet the requirements of their workload for any reason, they should discuss this with their Head of Year, Assistant to the Head of Year or group tutor who will work with them to draw up a support plan. The school asks that pupils carefully read and then sign a **home-school agreement** to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Fighting

Fighting is unacceptable for any reason anywhere and will not be tolerated. A fight is defined as a physical altercation occurring between two or more pupils. The physical nature of a fight could include but is not limited to hitting, punching, slapping, poking, grabbing, pulling, tripping, kicking, and pinching.

Whilst the school reserves the right to exclude a pupil/pupils for fighting, before any decision is made an investigation will take place to see whether an individual's participation in a fight was self-defence or they were the instigator. If it is deemed that the actions were self-defence, then a lesser punishment may be issued to that participant. Where it is clear who the aggressor was a fixed term exclusion will be issued to that person depending on the severity of the attack. Where it is clear that two people were involved in pushing and shoving each other and there was no escalation in the level of violence staff are encouraged to use the normal Ready to Learn policy.

Recording a Fight

The act of recording/videoing a fight between other pupils is not permitted. If a pupil is caught recording a fight with their mobile phones, then the following disciplinary procedures will be followed:

- The school may ask a pupil to show a senior member of staff footage of any recording. In some instances, the school will ask for a copy of the footage.

- The phone may be confiscated until the end of the day.
- The video will be deleted from the phone, including any copies.
- The person responsible for recording the fight may be internally/externally excluded for a fixed period.
- Parents will be consulted as to whether they consent to their child being spoken to by the police
- In addition, anyone who is caught forwarding the video to other pupils/persons may be externally excluded.
- Finally, any pupil who posts the video on YouTube, Facebook, or any other social networking page, may be reported to the police.

The school will not tolerate any form of physical assaults whether they are in school or whilst travelling to and from the site.

Smoking

The school will not tolerate the smoking of cigarettes, e-cigarettes or other substances on school site, during off-site school activity or on the way to and from school. There are consequences in place if a pupil is caught in the possession of or in the act of smoking. More information of this can be found in the Substance Misuse Policy.

Drugs

The school will not tolerate illegal drug use of any sort on school property or during off-site school activities. The school takes its Substance Misuse policy very seriously and will discipline any person found to be in possession of illegal drugs. This includes solvents and any other substance that can be misused or harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing or taking drugs. Details of the sanctions can be found in the Substance Misuse Policy.

Medication

We are aware that it may be necessary for some pupils to take medication during the school day. Parents/carers should make the school aware of this in writing as soon as their child starts taking the medication. The school first aiders will be made aware of this. Medication will need to be kept within and administered by the first aider. Separate forms will need to be completed for this to take place. Details of this is covered in the school's Managing Pupils with Healthcare Needs Policy.

Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be excluded. Details of consequences can be found in the Substance Misuse Policy.

All of these rules also apply when travelling to and from school and on school visits.

Possession of illegal items

Illegal or prohibited items should not be brought to school under any circumstances. Should it be suspected that a pupil has an item on them that they should not, these pupils will be asked to empty their bags and pockets to ensure that they are not carrying a prohibited item. This will be done sensitively and with two members of staff present, overseen by a senior member of staff. A record of such actions is taken. Should a pupil refuse to comply with this instruction, parents/ carers will be called to support the school. Should there continue to be non-compliance from the pupil and the school continues to suspect that they are in possession of an illegal or prohibited item, the Headteacher may seek to exclude the young person if it is deemed the most appropriate course of action from a safety point of view. If there are serious concerns, the police will be called to support in such matters.

In cases where pupils comply with the instruction to empty their bag or pocket and it is found that they are in possession of an illegal or prohibited item, these items will be confiscated and dealt with accordingly. In the case of substances, the substance misuse policy will be followed. If illegal drugs are found, the police will also be informed. Illegal drugs or weapons are to be passed to the police for confiscation.

Appropriate consequences will be issued if a pupil is found in possession of prohibited or illegal items. The school works closely with our police liaison officer and the local police teams and seek support and advice from them if it is appropriate to do so.

Travelling to and from the school

- While pupils are travelling to and from the school they are representing the school and must act in a manner that does not damage the school's reputation.
- Pupils should respect the people and property in the local community and behave in a safe and responsible manner.
- Pupils who misbehave while travelling to and from the school may be subject to the school's sanctions, and/or those contained in the Denbighshire School Transport Policy.
- Pupils' behaviour outside of school that has an effect upon the education and welfare of pupils within the school may also be subject to disciplinary proceedings.

Behaviour during free time and outside the school

We value our pupils' experiences, both inside and outside of the school, and as such we will expect our Pupils to behave in a manner that promotes Prestatyn High school in a positive light. However, on occasions Pupils' behaviour may not be up to the expected standard and as such they may be subject to action from the school in line with our Ready To Learn Policy. All pupils whether they are in class on the yard or on their way to and from school must follow our Ready To Learn policy. Failure to act in an appropriate way and not follow our policy will result in sanctions.

Malicious allegations by pupils

If an allegation is made against a Teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

Pupils that are found to have made malicious allegations are likely to have breached the school Behaviour Policy. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Appendix C

Engagement and Behaviour

Rights and responsibilities with regard to parents and carers

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
- Respectful – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Safe - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions and the safety of others.

Parents / Carers

Parents / carers play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents / carers to respect and support the school's behaviour policy and the authority of the school staff. Reinforcing the message that pupils need to respond to staff in a respectful manner and adhere to the three school rules. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures.

Parents / carers should work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents / carers be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any contracts or plans that are put in place.

In the case of exclusions, we ask that parents / carers provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

Parents / carers can access school policies by contacting staff on the reception desk and requesting that a copy be sent to them. A list of available policies can be found on the school website.

Parents / carers should inform the school of any changes to their contact details.

Collaboration and consistency between parents and the school will lead to improved outcomes for your child.

We believe that all parents have a right to be heard, understood and respected. However, school staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive or unreasonable behaviour.

Parents and carers are expected to:

- Support the school.
- Adhere to all school policies and procedures.
- Work in partnership with staff to ensure good behaviour.
- Maintain communication.
- Inform staff of any concerns.
- Respond to concerns raised by members of staff.
- Ensure pupils come to school correctly equipped and prepared to work.
- Resist discussing any concerns in front of your children or other parents.
- Avoid using social media as the front line for complaints.
- Adhere to acceptable standards of behaviour at all times.

Malicious allegations made by parents

If a parent makes an allegation against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

Parents that are found to have made malicious allegations are likely to have breached the Unacceptable Behaviour Policy. The school should therefore consider whether to apply an appropriate sanction or contact the police if there are grounds for believing a criminal offence may have been committed.

Appendix D

Engagement and Behaviour

Safeguarding

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
- Respectful – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Safe - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions and the safety of others.

Safeguarding

Prestatyn High School is committed to the safeguarding of all its pupils, staff and visitors. Safeguarding is a priority with arrangements in place to ensure pupils feel and are safe on school premises and off site activities. The pupil experience and individual achievement are paramount and safeguarding initiatives are developed to impact positively upon this.

The school will ensure that safeguarding legislation and guidance are adhered to and taken into account when developing and revisiting policies, procedures and associated arrangements. The school provides a safe physical environment for its pupils and staff, ensuring that the premises are of a good standard. Health & Safety arrangements are in place to ensure adherence to current legislation and guidance. For more information please see the Safeguarding Policy.

Bullying

Prestatyn High School wants to make sure that all pupils feel safe at school and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated. The school accepts DCC definition of bullying as follows:

There are many definitions of bullying, but they have three main things in common:

- It is deliberately hurtful behaviour (including aggression)
- Repeated, often over a period of time. It is not a “one-off” incident.

- Difficult for those being bullied to defend themselves.

Bullying frequently focuses on individual differences or anything that is implied to be different from the majority. Aspects of body shape or appearance and cultural or ethnically based lifestyles may all be the focus of bullying. It may also reflect upon race, gender, religion or nationality, or spring from parental ignorance, bigotry or community divides. In this respect bullying undermines the school's work in promoting respect, equal opportunities and teaching social and commonly accepted moral principles. The school considers bullying via social media, cyberbullying, equally as seriously.

If an allegation of bullying does come up, the school will:

- take it seriously;
- act as quickly as possible to establish the facts;
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher;
- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. It is important that children who have harmed another, either physically or emotionally, redress their actions and the school will make sure that they understand what they have done and the impact of their actions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used; and
- consider an escalation of consequences in cases of repeated bullying.

For more information, please refer to the school's anti-bullying policy.

8.2 Use of force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself); or

- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Prestatyn High School does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result. All staff including those given delegated responsibility have the authority to use force when necessary. This extends to staff when they are lawfully in charge of pupils but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents / carers concerned. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents / carers.

Such serious incidents involving the use of force will also be recorded by the school. Please refer to the Use of Reasonable Force and Physical Intervention Policy.

Attendance

Regular attendance at school is required by law and Prestatyn High School takes attendance very seriously. There is a register taken daily and at the start of each lesson. Disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. Fixed Penalty Notices may be issued for unauthorised absences. More information can be found in the school's Attendance Policy.

Punctuality

Pupils are expected to be on time to school and to lessons.

- The school records pupils who are late and will take action to address persistently late pupils with our punctuality structure.
- If a pupil arrives to school after 30 minutes of the registers closing, they will be marked down as having an unauthorised absence and will be coded as such.
- A Fixed Penalty Notice may be issued if a pupil has been late in more than 10 occasions in one term.

Lunchtime Attendance (Year 7-11)

All pupils are to remain in school at lunchtime unless they go home for lunch and in these rare circumstances, a contract will be set up between the school, the pupil and their parents to outline the clear expectations on pupils during this time if they are leaving the school site at lunchtime.

Uniform and appearance

Smart professional dress supports a sense of belonging and identity and helps to establish a workplace mentality. It helps to instil discipline and pride in appearance in pupils and reduces the risk of distraction in lessons. All pupils are expected to adhere to the uniform policy. For further details please see the PHS Uniform Policy.

Appendix E

Engagement and Behaviour

Rewards

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
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- Safe - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions and the safety of others.

Pupil email notifications – pupils will be emailed with notifications of milestone NET scores where they will be placed on the Ready to Learn Praise Structure.

+65 Points = Bronze

+130 = Silver

+195 = Gold

+325 = Platinum

Pupil of the day – the highest praise point scorer each day will be announced as the pupil of the day for the following day. Parents will be contacted. Each year group will also announce the highest ranking pupil in their year.

Pupil of the week – the highest praise point scorer in each year group from Monday – Friday will be awarded as pupil of the week for their year group. Certificate presentation with small gift awarded by Headteacher.

Praise Postcards – 2 praise postcards issued by each teaching member of staff per week. This is to be input accurately on SIMS stating the reason for the award, this will be then generated by the resource team to be sent home each Friday.

Gold Postcard - awarded for outstanding engagement or achievement in school at a member of staff's discretion. This is to be requested by emailing resources and inputting reward on SIMS stating reasons for the award.

Praise and Recognition Structure Awards – pupils to be ranked based on an accumulative score for engagement, praise points and attendance. This is completed through a report at each SA data. HoY to reward pupils at their own discretion at the end of each term based on the Gold / Silver and Bronze awards. Pupils who are ranked as Gold throughout the year are awarded a platinum score to be recognised by the Head Teacher at the end of the academic year.

Annual Awards Evening – annual awards to be presented by each department, year team and Head Teacher to individuals for outstanding achievements at an awards evening where pupils, parents/carers and staff are invited to celebrate the achievements of our pupils.

Appendix F

Engagement and Behaviour

Policies

List of relevant policies: All available through the DCC website

- Policy for dealing with unacceptable customer behaviour
- Schools managed transfer policy
- Pupil Transport Policy
- Collective Grievance Policy
- HR policies

School based policies (*school to insert list of relevant policies*).

Related policies

- 1) Prestatyn School Website - <http://www.prestatynhighschool.net/>
- 2) Internal/external exclusion policy
- 3) Substance misuse policy
- 4) Safeguarding policy
- 5) Anti bullying policy
- 6) Special Educational Needs policy
- 7) Use of Reasonable Force and Physical Intervention policy
- 8) Attendance policy
- 9) Managing pupils' healthcare needs policy
- 9) School complaints policy
- 10) Home/ school agreement

Complaints

The school has a standard complaints procedure. We encourage parents/carers to take any complaints or concerns to a member of staff and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our school **Complaints Policy**.

All Wales Child Protection Procedures

<http://www.childreninwales.org.uk/policy-document/wales-child-protection-procedures-2008/>

North Wales Safeguarding Board Website that has all the individual policies and guidance which includes the resolving professional differences e

<https://www.northwalessafeguardingboard.wales/policies-and-procedures-children/>

Appendix G

Engagement and Behaviour

ACE list

- **Child maltreatment**
 - Verbal abuse
 - Physical abuse
 - Sexual abuse

- **Childhood household includes:**
 - Parental separation
 - Domestic violence
 - Mental Illness
 - Alcohol abuse
 - Drug abuse
 - Incarceration

(<http://www.wales.nhs.uk/sitesplus/888/page/88517>)

Appendix H

Engagement and behaviour

It is important to seek to positively change behaviour by being fair, consistent and proportionate with sanctions. Calm but assertive management of behaviour is most effective. Please follow the stages outlined below when managing behaviour in your classroom. Students should be given take up time between warnings.

Stage	Action	Follow up
1. Verbal warning / Quiet word.		
2. 1 st warning	Staff should calmly outline the issue and clarify expectations.	No action necessary
3. 2nd warning	Staff should indicate the reason for the warning. Prompt them to 'do the right thing'. It must be made clear to the student that they have received a 2nd warning.	Record incident on Class Charts. Issue a 10-minute break detention.

4. Send the student outside to reflect- maximum of 2 minutes. Pupils are to remain outside the classroom. Pupils leaving the area or on their phone will be given a third warning. 3 rd warning	Staff should remain calm but challenge student's behaviour. Before returning a student should have apologised and given assurances about their future conduct. Restorative conversation advised asap.	If no improvement in behaviour issue 3 rd warning and record incident on Class Charts. Use referral system. Issue a 10-minute break-time detention.
5. 3 rd warning. Send the student to referral room. Departments must have work for students to complete.	Students must be sent to the appropriate member of staff for cooling off with work to complete. Time noted of third warning pupils will have five minutes to get to referral room. Where possible another member of staff (patrol) should accompany the student to their referral.	Record incident on Class Charts. Make direct contact with home. For repeated instances, seek support from subject leader/Pastoral Leader.
6. 4 th warning. Failed referral. Send to Isolation room	On arrival to referral room staff should be welcoming and not reprimand student for previous behaviour. However, unless they settle quickly they will fail referral. Students should be given three opportunities to do the right thing.	If 4 th warning is issued record on Class Charts. If 3 rd warning has been recorded email M Jones to have it removed. Where possible another member of staff (patrol) should accompany the student to the Isolation room.
7. Emergency referral. Summon patrol.	Go directly to Stage 7 if any of the following occur <ul style="list-style-type: none"> • Physical assault against staff and/or another student • Verbal / Racial abuse • Damage to property/equipment • Threatening behaviour towards student or staff member • Refusal to go to Isolation room/causing disruption in Isolation room 	Follow up actions to be recorded by Pastoral Lead.

	<ul style="list-style-type: none"> Any other “emergency” or serious incident. <p>A Pastoral Leader / member of SLT will collect the student and deal with the incident.</p>	
8. IEX. If a pupil refuses to go into the isolation room they are placed in IEX for remainder of the day. This will also result in an after-school detention in the IEX of up to one hour.	Pupil to be given three opportunities to do the right thing before being placed in IEX	Record on Class Charts. Discussed in behaviour meeting after school where further sanctions may be applied. After school detention of up to one hour.
9. Fixed term exclusion as a result of refusing to go into the IEX.	Pupil refuses to enter IEX. Pupil to be given three opportunities to do the right thing. Parents contacted and FTE exclusion issued.	Recorded on SIMS. Discussed in behaviour meeting after school where further sanctions may be applied. Student to do one day in IEX on return and an after-school detention of up to one hour.

Behaviour: Practice for dealing with behavioural issues

ISSUE	FIRST OFFENCE	REPEATED OFFENCE
Not attending a subject teacher detention. Forgot or refusal	<p>1. Teacher to contact home speaking directly to parents.</p> <p>2. Reset and arrange collection of students, if possible liaise with year team/BM.</p> <p>Record on Class Charts (CC).</p> <p>3. If pupil refuses to attend, refer to HOD – they should speak directly to parents and issue a department detention. Collect student.</p> <p>4. If pupil refuses departmental detention then refer to HOY. Record on CC.</p>	<p>If there are repeated incidents then the HOY to arrange meeting with parents for a restorative meeting.</p> <p>One day in IEX, including up to one hour after school.</p>

	<p>5. Pupil refuses to attend re-arranged HOY detention.</p> <p>6. SLT contacted. Continued refusal will result in a one-day IEX being issued. This will include a 1hr after school detention.</p>	
Disrupting any detention/ leaving early without permission	1.Contact home- re-issue as above.	One day in IEX including one hour after school detention.
Anti-social dangerous behaviour at break/lunch time.	Removal of free time – eg break/lunch detention. Refer to HOY/PL. Record on CC.	Prolonged loss of break times. Record on CC.
Lying proved by CCTV or witness statements.	Inform that if they lie the sanction will be worse. Double sanction if found out.	IEX – sliding scale depends on circumstance, including one hour after school.
No phones/headphones in class. All pupils reminded at the start of the lesson to not have phones/headphones out.	<p>If caught out then phone to be put away or placed on teacher's desk until the end of the lesson and logged on class charts as mobile phone misuse. If sent on referral, phone to be removed by referral teacher and kept till the end of the day by year team/pastoral staff.</p> <p>Mobile phone misuse to be recorded only once per lesson. Warnings to be given as per policy.</p>	If pupils refuse to handover phone then staff to use the warning system.
Intelligence event phones. Staff to record mobile phone misuse on CC. Intelligence event triggered after three entries in a week.	<p>1 st</p> <p>1- Phone to be confiscated by year team and placed in HOY office. Students can collect at the end of the day.</p>	<p>2nd – Confiscated and placed in HOY office. Parents to collect</p> <p>3 rd - Student is prevented from having a phone in school for one</p>

	<p>2-Refusal to hand over – patrol called.</p> <p>3- Still refusing -day in IEX or in extreme circumstances FTE.</p>	<p>week- may be subject to random searches. HOY to contact home and set up parental meeting. Contract agreeing phone will not be allowed in school or left with year team on arrival, for agreed period.</p> <p>4th - student not allowed phone on site.</p>
Smoking/Vaping - on school site - to/from school.	<p>1st offence - Smoking/Vaping on site. Removal of smoking/Vape paraphernalia in school. Contact home phone and send letter. Record on CC</p>	<p>2nd offence - Referral to School Nurse. Break/lunch detention Contact home by phone and letter. Record on CCs</p> <p>3rd offence – 1-2 days in IEX. Record on CCs, letter home and call to parents.</p>
Supplying cigarettes or vapes	<p>1st incident Break/lunch detention</p>	<p>2nd – 1-2 day IEX</p> <p>3rd - !-2 day FTE</p>
Truancy – out of school	<p>Meeting with HOY/PL to discuss issues. 1 day in the IEX. Attendance report. Contact home.</p>	<p>2 days in IEX extended by a day for each offence Attendance report. Parent/carer meeting involving AO.</p>
Truancy – from lessons, persistent wandering.	<p>Pupils to be given three opportunities to return to class if caught on the corridors. Class teacher to issue detention. One day in the IEX. Record on CC. Meeting with HOY to discuss reasons. Attendance report (if not already on report). HOY/PL to contact home.</p>	<p>2 days in IEX with detentions after school to make up time missed. Parent/carer meeting arranged by HOY. Attendance report for ½ term. AO involvement. Record on CC.</p>
Walking out of class without reason – pupils told if there is an issue to ask the teacher to email patrol	<p>Class teacher to inform patrol. If a pupil still walks out, record on Class Charts. Unless there is a good reason for walking out an IEX will be issued. Parents to be contacted</p>	<p>Repeated offenses may result in 2 days in IEX</p>

Lack of consideration and/or being generally unpleasant.	Discuss with student. Contact home. Detention if necessary. Restorative meeting. Record on CC.	Repeated incidents recorded on CC intelligence events – 3 occurrences in a week. Refer to HOY. Contact home. Parent/carer meeting. Record on CC. One day in IEX. Further incidents would result in more time in IEX.
Possessing/consuming alcohol	1 st offence - 1 day internal exclusion depending if there is inebriation. If the incident involves a significant behaviour problem, behaviour policy (exclusion) could apply 1-2 days FTE	2 nd offence - 2 days internal exclusion If the incident involves a significant behaviour problem, behaviour policy (exclusion) could apply 1-3 days FTE 3 rd offence - Minimum 1-day fixed term exclusion If the incident involves a significant behaviour problem, behaviour policy (exclusion) could apply 1-5 days FTE
Supplying alcohol	1 st offence – Minimum 1 day FTE. If the incident involves a significant behaviour problem, behaviour policy (exclusion) could apply 1-2 days FTE	2 nd offence – Minimum 2days FTE. If the incident involves a significant behaviour problem, behaviour policy (exclusion) could apply 1-5 days FTE
Possessing or consuming illegal drugs (may include 'legal high) and prescription or over the counter drugs or bringing 'drug paraphernalia' into school	1 st offence - 1 day fixed term exclusion Unless behaviour warrants a lengthier period (behaviour policy) NOTE: 5-day intervention from YPSMS could be accessed	2 nd offence - 3 day fixed term exclusion Unless behaviour warrants a lengthier period (behaviour policy) NOTE: 5-day intervention from YPSMS could be accessed 3 rd offence - 3 day fixed term exclusion Unless behaviour warrants a lengthier period (behaviour policy)

		NOTE: 5-day intervention from YPSMS could be accessed 4 th offence – permanent exclusion.
Supplying illegal drugs (may include 'legal high) and prescription or over the counter drugs	1 st offence - 5 days fixed term exclusion pending further investigation Unless behaviour warrants a lengthier period/permanent exclusion (behaviour policy)	2 nd offence - School to discuss with the local authority. Could lead to permanent exclusion.
Offensive or insulting language directed at staff	1-3 days IEX or FTE based on severity (swearing) and aggression. Restorative meeting. Parents contacted.	2- 5 Day FTE
Threatening staff	Minimum 2 day FTE if threat is taken seriously. RJ meeting	5 day FTE/Permanent Exclusion
Out of lesson- walking away from a member of staff or refusing to follow instructions.	Record on CC. Refer to HOY teacher involved to issue detention. Home to be contacted and RJ meeting organised. If it is a prolonged event, pupil to be given three opportunities to return to class or pastoral team and do the right thing. Refusal - 1 day in the IEX. Record on CC. Parents contacted.	2 day min IEX, where prolonged incident has occurred again. RJ meeting. Behaviour Report.
Popping the door to the ECP/IEX	Student to return immediately or face further sanctions. Including a FTE. Student to be given three opportunities to return or	Follow same procedures but further incidents will result in an escalation of sanctions.

	<p>a maximum of 5 minutes. Parents contacted. If student still refuses a, FTE will be issued. (Min 1 day). Students leaving the area will be given a FTE.</p> <p>Time in IEX still to be done. Pupils in the ECP will have break and lunch removed until behaviour improves.</p>	
Refusal to complete a bag or clothing screening on suspicion of possessing a banned item/ dangerous item	<p>1-2 FTE depending on seriousness. Students will be subject to future random screening at the entrance- refusal will result in them being denied entry and coded for un-authorised absence.</p> <p>Parents contacted.</p>	<p>1-5 FTE.</p> <p>Parents contacted</p>
Refusal to go into the IEX	<p>Student given three chances to do the right thing.</p> <p>1-day FTE.</p> <p>Parents contacted and invited in.</p>	<p>2-day FTE.</p> <p>Parents contacted and invited in.</p>
Disruptive behaviour whilst in the Isolation room	<p>Continued disruption may result in an extension of time or IEX 1-2 days.</p>	<p>2-5 days IEX</p>
Graffiti/ Vandalism /deliberate damage	<p>IEX 1 day</p> <p>Pay cost for damage.</p> <p>Parents contacted</p> <p>Dependent on level of damage.</p>	<p>IEX 2 days</p> <p>Parental meeting</p>
Theft	<p>1 day in IEX</p> <p>Return of goods or payment for replacement or refer to police.</p> <p>RJ meeting FTE for those refusing to pay for or return stolen goods.</p>	<p>2 day FTE</p> <p>Refer matter to Police</p>
Serious verbal assault against another student.	<p>1-2 days in IEX RJ meeting.</p>	<p>1 day min FTE</p>

Physical intimidation of a student /bullying	1-2 days min in IEX RJ meeting FTE depending on the severity of the incident	2 days min FTE Permanent Exclusion Anti-Bullying Contract Possible police involvement.
Setting off the fire alarm	5 day FTE	Permanent Exclusion
Deactivating mag locks on doors	1 -2 days in IEX	3-5 days in IEX
Violence towards other students, e.g., fighting or physical bullying	Minor – 1 day in IEX Serious – 1-2 days FTE RJ meeting and/or anti bullying contract.	2-5 day FTE Permanent Exclusion Police Involvement
Pushing past staff making physical contact	1 day IEX Depending on level of contact	1-2 days in IEX
Violence towards staff	5 days FTE Permanent Exclusion if deemed to be serious	Permanent Exclusion and Police involvement
Consistent disruption of others' learning/refusal to work. Intelligence event. Parental Meeting PSP/IBP- send to governors.	1 day in IEX Placed on behaviour report.	Escalate sanctions FTE. Parental Meeting PSP/IBP- send to governors.
Inappropriate sexual behaviour or comments	1 day min in IEX Parents Contacted Depending on severity FTE could be issued	1-3 FTE Further incidents could lead to Permanent Exclusion
Consistent refusal to accept uniform code. HOY to contact home.	Contact Parents	1- IEX until improved. 2- If no resolution offer support.
Inappropriate behaviour outside of school	1-2 days in IEX 1-2 days FTE depending on severity.	1-5 day FTE up-to Perm Ex
Taking photos, video or recording of staff or students without permission	1 day min in IEX up-to FTE depending on severity Electronic item confiscated. Parental meeting. Phone to be handed in to year team for a week which will increase if repeated	1-2 FTE Perm ex Police maybe contacted Pupil not allowed phone in school. If phone is brought in then it will be kept in the Year team office.

Racist or homophobic abuse	Ignorance =1 day in IEX. Calculated use=-1-2 days in IEX Police involvement.	2-5 days FTE Perm Ex
Inappropriate use of the internet or social media including uploading inappropriate or abusive material including outside of school.	2 days in IEX Ban from using network. Parents contacted.	1 day min FTE, could lead to Perm Ex and police involvement.
Abuse of MOS outside school	2 day min FTE RS meeting.	2-5 day FTE Permanent Exclusion
Inappropriate use of social media to humiliate, threaten or abuse staff	2-5 day FTE or Permanent Exclusion based on severity of content. Report to the police	Permanent Exclusion based on severity of content. Report to the police
Repeated behaviour referrals to IEX totalling more than 3 separate visits in a ½ term period	After the 3rd occasion a student will spend 2 days in the IEX for each subsequent offence. Meeting with parents.	On 6th visit to the IEX – 1-day FTE may be issued depending overall behaviour picture and mitigating circumstances.
Gathering in toilets with other pupils	Internal exclusion.	Further incidents will result in 1-2 days in IEX
<p>Persistent low-level behaviour issues identified by Class Charts intelligence events 20 behaviour points in a term.</p> <p>Continued persistent low-level behaviour issues identified by Class Charts intelligence events. 30 points in a term.</p>	<p>20 behaviour points in a term. Parents contacted and a meeting arranged.</p> <p>Made clear that if pupil reaches 30 points the behaviour stage will be actioned. At 30 points parents invited in again to discuss actions going forward. Meeting with parents.</p> <p>Pupil put on the behaviour structure or moved up to the next stage if the overall behaviour pattern is still declining.</p>	<p>Prolonged period in IEX/ECP or FTE. Parents Contacted</p> <p>Behaviour Contract (Tracking Booklet used if pupil is going on to the behaviour structure, including PSP. If pupil is already on behaviour structure then a new booklet must be used.</p>

Where possible staff should be informed about the action taken. All sanctions that result in an internal exclusion will mean the pupil will have a one-hour detention after school in the IEX. 24 hours' notice must be given to parents. However, if the pupil is willing to do it that day they can. Any pupil refusing the detention will be placed back in the IEX the following day.

Guidance on setting sanctions for serious misbehaviour, where internal exclusion, fixed term suspension or permanent exclusion is or maybe appropriate

Factors in deciding within a range:

- severity of incident
- Any provocation
- Age/experience of student
- Immediate impact on other students
- Longer term impact on behaviour within school
- Impact on staff
- Previous conduct history of students
- Other mitigating or aggravating factors
- Particular circumstances pertaining to the student
- Student's response, including honesty, contrition, responsibility for action

These ranges are intended as a guideline. Each case will be different and it may be appropriate to give longer or shorter suspensions.

This document is not meant to be an exhaustive list but a guide to potential sanctions. The Head teacher has the jurisdiction to apply sanctions flexibly based on a variety of factors, many of which are indicated above. Therefore, any final decision on sanctions is at the Headteachers discretion

Appendix I

Engagement and behaviour

Classroom Expectations - Routine 1

These expectations will be discussed during tutor sessions at the beginning of an academic year

Expectations at the start of lessons:

1. Arrive on time and line up outside the room quietly.
2. Enter only with the teacher's permission - go to your allocated seat.
3. Take out books and equipment and get on with the starter activity.
4. Remain silent when the register is called.

During lessons:

5. Make sure your phone is in your bag/coat.
6. Listen attentively to the teacher at all times.
7. When asked a question, raise your hand and wait to be asked.
8. In group tasks work co-operatively and quietly.
9. Do not chew or eat in lessons.
10. Do not expect to leave lessons to go to the toilet.

Never just walk out of a lesson without permission as you will receive a break detention by your teacher and you maybe internally excluded.

End of Lessons:

11. Continue working until told to stop and pack up.
12. Make sure that you have recorded any homework.
13. Stand quietly behind your chair and wait until you are dismissed.
14. The classroom should be left clean and tidy.
15. Leave the lesson; proceed quickly and quietly to your next lesson.

Appendix J

Engagement and behaviour

Behaviour Management and teaching strategies for behaviour for learning

POSITIVE TEACHING

Teaching Positively Adopting a positive attitude and approach to teaching works for most students, most of the time. Your high expectations, clear routines, well delivered lessons, praise and positive relationships will keep most students focussed and engaged in their learning.

A few reminders

- Make sure you arrive on time, with all the equipment you need. Manage students' entry into the classroom. Having a regular routine and greeting students individually at the entrance to the classroom is best.
- Be aware of the particular learning needs of your students eg. Targets on their IEP's; reading ages of students who struggle with work. Check your materials are suitable/accessible and reflect the range of learning styles in your class.
- Liaise with support staff before the lesson and ensure they know what you are teaching each and every lesson.
- Establish your classroom rules and routines, especially beginning and end of lessons, early in the year to create a positive working environment. This should include all books and equipment, including student planners out at the beginning of the lesson. Hats and coats off.
- Expect and work towards silence when you are giving instructions.
- Organize the groups students sit and work in. Do not leave it to chance/friendship groups! Have a seating plan on Class Charts.
- Put date, lesson objectives, starter activity, basic instructions and homework on the board. This helps to focus students and minimises disruption by latecomers asking for instructions. Praise as much as possible, without of course being effusive. Students need to feel that you are glad to see them.
- Use positive non-verbal communication – smiling, standing straight, eye contact to establish your authority in a non-confrontational way. Expect compliance by being confident.
- Try to circulate round the classroom so you are fully aware of how students are working and behaving. Try to adopt a tone of 'relaxed vigilance'.
- Be clear about what students should do if they are stuck or finish early – have extra activities to hand.
- Try to deal with any initial off task behaviour on a low key but positive way eg. non-verbal communication or by saying 'what should you be doing?'. Ensure you follow up instances of poor behaviour

- Most students want you to like them and want to like you. Always try to be positive in your tone. If a student needs to be disciplined remember to leave scope to rebuild relationships.
- Ensure you refer to the lesson objectives at different times within the lesson and at the end of the lesson. Ask students to tell you what they have learned and relate these learning points to the lesson objectives. This forms an integral part of the procedures required in Assessment for Learning.
- Ensure that your class leave in an orderly fashion – see them to the door please.

Other hints and tips on effective classroom management that we have looked at before

Tactical Ignoring

Tactical ignoring can be a technique used when low level behaviour that may be specifically designed to gain negative attention is occurring. However, do respond immediately when they do it right! Eg. 'Good, you're ready to start work now'

Non-Verbal Clues

Eye contact with students, gesture eg. remove hat, coat, sit down etc can be effective in re-focusing students. Praise them, when they get it right.

Work/Rule Reminder

Try to focus the student on what they should be doing eg. 'what should you be doing?' 'You should be sitting down'. 'We work quietly on this activity'. 'You are expected to join in the discussion'. Use Routine 1- Classroom expectations.

Take Up Time

Do not stand over the student just after you have reminded them of getting back to task or have reprimanded them in some way. Move away and discreetly check they have obeyed you.

Warning/s

Unless there is an emergency try not to give any official warnings out for the first ten minutes of any lesson. Try to give the student a choice or illusion of choice, 'You need to focus on your work or I will have to give you a detention to make up time missed'. 'If you carry on talking I will have to send you out for 2-3 minutes to calm down'. 'If you continue to disrupt Mark I will give you your first warning'. Ensure you always follow through with warnings.

PROFESSIONAL BEHAVIOURS AND SCRIPTS TO HELP WITH CLASSROOM MANAGEMENT

Students are responsible for their own behaviour. We, as teachers are responsible for the management of student behaviour.

Thinking about how to deal with any potential misbehaviour in advance can help us maintain a professional approach and lessen any personal feelings of annoyance and frustration.

Professional Behaviours:

Separate the person from the behaviour

Give the message – "I like you. I do not like what you are doing". When delivering a request always gain the student's attention first.

- Say the student's name

- Establish eye contact. It engages the student and they are more likely to comply with the request.
- Say thank you even if they haven't acceded to your request. It conveys the expectation that they will.

Phrase your requests positively

- Say exactly what you want students to do. Break down the behaviours into component part eg. listening – put any equipment in your hand down, turn your chair to face me, sit still, look at me – thank you. A positive ethos can be created by asking not telling.

Catch them getting it right

- Catch students carrying out your request and reinforce with praise, rather than react negatively when someone gets it wrong. Say thank you, well done, terrific. Alternatively smile or nod in some form of acknowledgement.

Attempt to Re-frame situations

This re-asserts the required behaviour without getting into conflict in the current situation.

Adult: "Fred what should you be doing now?"

Child: "I'm just"

Adult: "Yes I can see you are... but what should you be doing?"

Child then does the required behaviour (hopefully) and the adult can reinforce this with praise. Well done. Thank you. Etc etc

Avoid conflict

Remember what your aim is eg. for the work to be finished.

Child: "I want to work on the computer".

Adult. "Yes (you agree) you can work on the computer later/this afternoon/tomorrow when it is your turn, but right now Fred what you need to do is....." Make sure they can do it. This makes it hard for the child to say 'You never let me...' because the teacher / adult agrees with the request and sets the boundary.

Stick to the Primary Behaviour

Remember what the real issue is. Students are adept at trying to deflect attention (whilst paradoxically seeking it at the same time). Try not to get caught up in the secondary behaviours; these often become the source of conflict eg. You make a request. The student responds with an attack.

Child: "Why don't you tell him / her? It's always me!"

The adult frequently becomes caught up in the secondary behaviours. This is much harder to resolve because you are being counter challenged and accused of being unfair.

Offer choices or the illusion of choice

Adult: "Well you can do this (describe the expectation/consequence) or you can do that." Nothing is not a choice. It allows the child to save face, thus defusing anger. NB. It must be a real choice and not a threat (eg. Do it or you will be punished).

No Blame

On many occasions this is an appropriate strategy.

Adult: "It doesn't matter..... what we need to do now is....." state the next thing that the student needs to do.

There are many variations on this. Support children taking responsibility for their own behaviour. It makes it harder for them not to do what they just agreed. **Stay calm where possible.**

If you raise the temperature, the student and the group will go up with you. Wherever possible try to bring the temperature down. Children, like adults, need time to think through and process difficult interaction with others. Therefore, when challenging students' behaviour give them time to think and time to manage their feelings as well. This gives them space and an opportunity to carry out your request with dignity.

Avoid recalling past misdemeanours

Try to avoid bringing up previous issues that have been dealt with eg.

Adult: "It's always the same problem with you, last week I had to tell you off for leaving the room in a mess, on Monday it was for an issue with your coat and today its.....".

Similarly, avoid comments about student's siblings or personal comments about the students.

Professional Scripts

'Scripts' are phrases / language that we have thought about in advance to help us handle a potentially difficult situation with professional confidence. The scripts below use the professional behaviours outlined on the previous pages.

Here are some examples:

- There's a time and a place for everything, Darren. Think about it. This is not the time or place.
- How far do you want this to go, Jenny – because it would be best for everyone, especially you, if it stopped now.
- No, Jessica, if things don't change we will be dealing with it later.
- Carry out the instruction now, Kathy. Discuss later. The choice is with you at the moment.
- Wrong Choice, Richard. If things stay the same it will have to be dealt with later.
- If you carry on Stuart you'll leave me no option

Don't forget to allow the student 'take-up' time.

Always treat students with respect. More often than not they will respond by being respectful to you.

The use of sanctions

Sanctions are more likely to promote positive behaviour if pupils see them as fair.

- Make clear they are dealing with the behaviour, rather than stigmatising the person
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour. Warnings should not be given out in quick succession.
- Avoid whole-group sanctions that punish the innocent as well as the guilty
- Wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break-time to finish it off)
- Use sanctions to help the pupil and others to learn from mistakes, and recognise how they can improve their behaviour (i.e. a learning outcome)
- Use sanctions in a calm and controlled manner
- Ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used)
- Attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.