

DISG 04. Positive Behaviour Policy (S)

Ysgol Maes Garmon



Policy Name: Positive Behaviour Policy

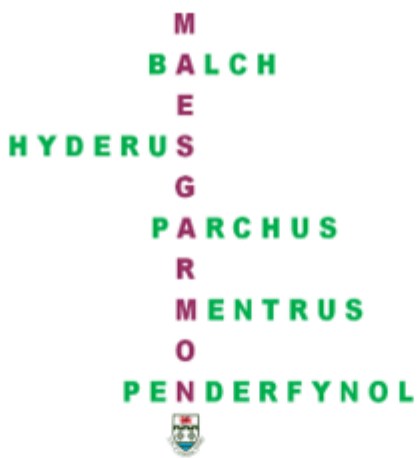
Policy Number: DISG 04.

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Positive Behaviour Policy

School Vision

Our vision is that staff and learners be proud, confident, respectful, enterprising and determined Welsh citizens when working as individuals and in a team so that we can ensure a bright future for our community and country.



	 Myself	 Our School	 Our Community
 PROUD	I will be kind to myself and proud of every positive step I take.	We will be proud that we are Welsh citizens who can speak Welsh with everyone in school.	We will be proud that we are Welsh citizens who want to care for our beautiful country.
 CONFIDENT	I will be confident when working knowing that I will learn from making mistakes.	We will be confident working together knowing that we are stronger working as a team.	We will be confident and proactive in ensuring our community is positive.
 RESPECTFUL	I will be respectful towards my friends and family, treating them as I wish to be treated.	We will be respectful towards each other knowing that we all face various challenges.	We will be respectful towards everyone in our community so that we all feel safe.
 ENTERPRISING	I will be enterprising and curious so that I can make a positive impact in our world.	We will be enterprising by embracing new opportunities that will ignite us to be lifelong learners.	We will be enterprising as Welsh citizens, promoting our language and culture within our community.
 DETERMINED	I will be determined to reach the ned goal, even though it might be difficult at times.	We will be determined and proactive in creating a positive environment for all.	We will be determined to live responsibly to ensure a bright future for our community.

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1. Introduction

This policy sets out the framework of the school’s approach to encouraging excellent behaviour. It is when excellent behaviour occurs consistently that the school can secure its vision for the whole student population.

This policy was drawn up by several different bodies within the school namely – Ysgol Maes Garmon Staff, Staff Conduct Committee, the School's Learners' Forum, Parents and Governors. It has been refined over many months to find a method of working suitable for Ysgol Maes Garmon.

We are keen to create a school environment where every child can work, collaborate, enjoy their lessons and social time and every member of staff can carry out their work effectively.

The school is fully committed to maintaining an environment in which each member of our community- irrespective of age, gender, race, sexuality or disability- can work and learn without fear of any form of bullying or harassment.

Occasionally, the behaviour of a learner in a lesson or whilst on-site may prevent other learners from learning in a calm and ordered atmosphere. Such issues can hamper the individual's progress. In addition, the emotional wellbeing and progress of other learners can be affected, as can the morale of staff.

The use of the word parents throughout this document refers to both parents and carers.

2. Rationale

Any community requires basic rules for it to function effectively, and our school community is no different. The young people in our care need clear, unambiguous expectations and sanctions if these expectations are not met. Both must be understood by all stakeholders.

3. Links With Other Policies

The following documents support the objectives of this policy:

- Anti-Bullying Policy
- ALN Policy
- Communications Policy
- Mobile Phone Policy
- School Uniform Policy
- Substance Use and Misuse Policy
- Teaching and Learning Policy
- Parent / Carer Contact Policy
- All Wales Learner Travel Guide
- Physical Intervention and Restraint Policy
- Cymreictod Policy

4. Day-to-Day Expectations of Ysgol Maes Garmon



- Use the Welsh language with pride – speak it to every member of staff, speak it in every class, on the corridors and when representing the school.
- Wear full school uniform every day.
- Arrive at lessons on time, ready to learn.
- Actively listen, following instructions from staff and contributing positively.
- Be prepared to learn with correct equipment to hand.
- The use of mobile phones/devices is not permitted on site at any time between 08:50 and 15:15. They must be kept 'off' in the learner's bag all day. **'Not Seen, Not Heard, Not Taken'**

5. Praise and Recognition

It is essential that good behaviour is valued and not taken for granted. Every member of the staff is encouraged to praise learners when they recognise good behaviour.

Praise can be given to learners in a variety of ways and should be delivered in a way that is appropriate for them. Examples include:

- Verbal praise (quietly and directly to the learner)
- Praise cards sent by post to the learner
- Praise points on SIMS that contribute to the annual house competition
- Positive written comments in books
- Telephone calls home to parents congratulating/ thanking learners
- Praise for achievements via social media

See Rewards and Recognition Policy and Appendix B for further details

6. Support for Learners

It is recognised that certain factors, including external influences, may occasionally affect the behaviours shown by learners. During such times, it is imperative that any such learner receives support. This can be through the Registration Teacher, Head of Year, the Learning Support Officer, or through an external agency or affiliated person. Such agencies/ persons may include, but are not limited to:

- BCUHB School Nurse
- Senior Education Social Worker
- Immersion School and Community Youth Worker
- Flintshire Young People's Counsellor
- SORTED (Young People's Drug and Alcohol Team)
- Church in Wales Youth and Children's Chaplain
- Youth Justice Service
- Inspire
- NEWCIS (Young Carers)
- Ysgol Plas Derwen

Learners will also be supported to develop their resilience and look after their wellbeing through pastoral sessions during registration periods and set Wellbeing sessions.

Learners with ALN may need support specific to their needs. This can be provided through the HWB, our accessible in-house Centre for ALN learners.

See ALN policy for further details.

7. Acceptable and Unacceptable Behaviour

Ysgol Maes Garmon defines **acceptable behaviour** as that which promotes courtesy, co-operation, and consideration towards others by all members of the school community in terms of relationships

- Between learners and their peers
- Between learners and school staff
- Between learners and visitors to the school site.
- Within the school premises or outside.

Continuously refusing to speak Welsh or demonstrating a negative attitude to the Welsh language is considered unacceptable behaviour.

Ysgol Maes Garmon identifies name calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour (including swearing loudly), extremism, intimidation, physical abuse, bullying and harassment (including racist, sexist and LGBTQ+ abuse) as examples of **unacceptable behaviour**.

Ysgol Maes Garmon also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as **unacceptable**.

Ysgol Maes Garmon regularly communicates the standards of acceptable and unacceptable behavior to learners and parents through Go 4 Scschools, assemblies, registration periods and Wellbeing lessons. Ysgol Maes Garmon communicates the standards of acceptable and unacceptable behaviour to staff through the Professional Development programme.

8. Cymreictod (Welshness)

Ysgol Maes Garmon is a Welsh-medium school, therefore Welsh is at the heart of all aspects of the school.

The consistent use of the Welsh language is imperative to the success of the school and its learners. Through consistent use and respect of the language, everyone's language skills will strengthen, which in turn will reinforce the progress of the learners as they face tests, assessments and exams throughout their school careers. The promotion of Wales- its traditions, culture, heritage- along with the celebration of the language, will always be an integral part of the school. It is essential that parents fully support their children to be proud, confident ambassadors for Wales and its language. Learners who consistently value their Welshness will be duly recognised. Parents will be called to a meeting when a learner consistently disrespects the language to establish the best pathway for the learner.

Please see 'Cymreictod' Policy

9. Roles and Responsibilities

All Teaching Staff:

- Promote and maintain the school's vision and day-to-day expectations of Ysgol Maes Garmon
- Be visibly present within the corridors and site, promoting acceptable behaviour
- Create a high-quality learning environment, modelling good behaviour, recognising and rewarding good behaviour
- Recording incidents of acceptable and unacceptable behaviour on SIMS
- Providing personalised, tailored support to the specific behavioural needs of individual learners
- Implement Praise and Recognition Policy and Camau Cyfrifoldeb

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- Implement behaviour management strategies as discussed in staff training sessions as part of the Professional Development programme.
 - Ensure incidents of unacceptable behaviour are recorded in CPOMS.

Registration Teachers:

- Discuss acceptable and unacceptable behaviour with the learners of their registration group, providing guidance and support as necessary
- Monitor the learners' homework diaries, dealing with any parental comments
- Monitor Go 4 Schools for comments regarding behaviour, attendance and punctuality of the learners in their group
- Check the learners' uniform and writing equipment, ensuring parents are informed of any issues through Go 4 Schools.
- Ensure incidents of unacceptable behaviour are recorded in CPOMS.

Heads of Year:

- Lead year team, supporting registration teachers to uphold their responsibilities
- Monitor learners in their year group in relation to praise and behaviour points
- Advise learners on how to modify unacceptable behaviour
- Support the wellbeing of the learners
- Apply sanctions in accordance with appendix A
- Monitor Go 4 Schools for comments regarding behaviour, attendance and punctuality of the learners in their group
- Ensure incidents of unacceptable behaviour are recorded in CPOMS.
- Meet with parents when issues arise.

Head of Department:

- Chair formal departmental meetings in line with the school calendar, discussing learners' achievements and behavioural issues, consulting with Line Managers to discuss and implement actions
- Encourage the use of praise and recognition within the department, for both learners and staff
- Promote the sharing of good pedagogical practice
- Ensure departmental staff are supported in their professional responsibilities.
- Ensure incidents of unacceptable behaviour are recorded in CPOMS

Additional Learning Needs Coordinator (ALNCo):

- Assess the needs of learners
- Provide training for staff and guidance on how best to support learners with ALN
- Monitor ALN learners in relation to praise and behaviour points
- Ensure incidents of unacceptable behaviour are recorded in CPOMS.
- Contact external agencies to provide additional support- for learner.

Deputy Leader of Inclusion and Welfare:

- Line manage KS3 Heads of Year, supporting them to carry out their responsibilities
- Monitor KS3 learners in relation to praise and behaviour points.
- Hold/chair meetings with stakeholders to discuss learner behaviour
- Liaise with external agencies and affiliated persons to provide support to learners.
- Ensure incidents of unacceptable behaviour are recorded in CPOMS.

Assistant Headteacher (Inclusion and Welfare)

- Line manage Deputy Leader of Inclusion and Welfare.
- Line manage KS4 Heads of Year, supporting them to carry out their responsibilities.
- Hold/chair meetings with stakeholders to discuss behaviour
- Liaise with external agencies and affiliated persons to provide support to learners.
- Ensure incidents of unacceptable behaviour are recorded in CPOMS.

Headteacher; Senior Leadership Team:

- Promote, implement, and review the policy
- Manage the day-to-day procedures within this policy
- Support staff in implementing this policy and Camau Cyfrifoldeb
- Review data relating to standards of behaviour to identify any aspects for improvement, adapting the Professional Development programme as necessary
- Review and revise provision for learners who need support due to unacceptable behaviour
- Ensure incidents of unacceptable behaviour are recorded in CPOMS.

Governors:

- Review this policy annually

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- Support the Headteacher and SLT in implementing this policy and reviewing its effectiveness.

Parents:

- Work in partnership with the school to promote and maintain acceptable behaviour within the school community
- Provide feedback on this policy through channels such as the Parents and
- Carers' Forum or Parental Voice questionnaires
- Provide up-to-date emergency contact numbers and inform the school of any changes in circumstances that may affect their child's behaviour and/or wellbeing
- Reading and responding appropriately to messages on Go 4 Schools / School Gateway
- Attend progress evenings and arranged school meetings to discuss progress and wellbeing.

Learners:

- Engage in the vision of the school and adhere to the day-to-day expectations of the school, taking responsibility for their own behaviour
- Act responsibly by not encouraging or supporting incidents of disruption and unacceptable behaviour
- Take responsibility for accumulating positive behaviour points (See appendix B)

10. Promoting Positive Behaviour

Acceptable behaviour will be promoted through:

- Registration sessions
- Assemblies
- Lessons
- Wellbeing sessions
- Monitoring meetings e.g. PSP meetings.
- Extra-curricular activities
- Recording in Go 4 Schools

11. General Expectations- Guidance for Learners

The Welsh Language

- Learners are expected to speak Welsh with staff at all times
- Learners are expected to use Welsh in their lessons at all times.
- Learners should not speak English to their peers in front of staff.

Arriving at school

- Once at school, learners must congregate in their designated area and not leave the site until the end of the school day
- Learners should enter the school at their designated entrance at 08:50, where they will be welcomed by their Head of Year or a member of the SLT
- Learners should not use their mobile phones or any other electronic devices during the school day.

In Classrooms

- Respect and listen to all teachers, support and supply staff
- Comply with the school's day-to-day expectations

In assembly

- Enter and leave in an orderly manner
- Respect and actively listen to those leading the assembly
- Participate in an appropriate manner as required

During break and lunch time

- Respect members of NEWydd Catering, school cleaning and caretaking staff at all times
- Consume food and drink in the canteen and school hall only
- Queue in an orderly and quiet manner
- Return plates and cutlery
- Place rubbish and recyclable materials in the appropriate bins
- Stay out of the building, unless the weather is poor where access to allocated classrooms will be allowed

In corridors

- Walk quietly on the left side of the corridor
- Be punctual to all lessons
- Respect all staff, peers and visitors

12. Responding to Unacceptable Behaviour

When learners fail to comply with the school’s day-to-day expectations, they will be issued with a monitoring card. These cards feature a points system to monitor the learners’ attitude, effort and progress score as follows:

- 1. Excellent response
- 2. Very positive response
- 3. Positive response
- 4. Disappointing response
- 5. Unsatisfactory response

Learners must score 62+ points or less to step down from a monitoring card. Receiving a score of 5 on any occasion during the school day will result in further steps.

Their punctuality to every lesson will also be recorded, including dinnertime monitoring for some learners.

Learners must respect the card and not damage it in any way. The card must be returned to the HWB at the end of the school day. Failure to do so will result in future steps.

Please see Appendix C ‘*Camau Cyfrifoldeb - Expectations of Learners*’ for a detailed explanation of the behaviour card process.

If a learner exhibits continuous unacceptable behaviour, parents will be called to a meeting to discuss individual targets that will be closely monitored and reviewed regularly with parents.

Representing the School at a Sporting or Extra-Curricular Event

Being selected to represent Ysgol Maes Garmon is an honour. Any learner who consistently demonstrates unacceptable behaviour in school will not be allowed to represent the school either temporarily or permanently. The school reserves the right to deem whether the learner has the right to engage in such activities based on the learner’s behaviour record.

Educational Visits including residential

Educational visits of any kind require excellent standards of behaviour from learners. Staff must be able to trust that a learner will listen to instructions, behave sensibly and follow expectations. Any learner who consistently demonstrates unacceptable behaviour in school or following an incident could lose the right to participate in any educational visits. The school may also refer to the learners' behavioural record when considering suitability for school visits. If a learner is withdrawn from a trip, the deposit will not be refunded.

13. Exclusions

Only the Headteacher can exclude a learner from school, or the Deputy Headteacher in the case of the Headteacher’s absence.

There are 3 levels of exclusion that the school uses:

- Internal exclusion
- Fixed Term exclusion (learners can be excluded from school for a maximum of 45 days in a school year).
- Permanent exclusion.

Internal Exclusion (Isolation room or under the supervision of the SLT)

The isolation room is a school-based sanction. A member of the SLT or Head of Year can authorise a learner to be placed in the isolation room. It will be supervised by school staff. Where possible, a class teacher will provide resources to be completed by learners in the isolation room depending on their normal timetable. A learner may be placed in the Isolation room for a specific amount of time from a single lesson or whole days at the discretion of SLT and based on their behaviour / the incident in which they have been involved.

Reasons for learners being placed in the isolation room can include:

- A score of 62+ or a 5 at any point on the learner’s red card
- A single serious incident in the classroom or during non-structured time
- Awaiting collection by parents following a serious incident
- Pending investigation into serious unacceptable behaviour

Isolation room rules for learners

Whilst placed in the isolation room, every learner is expected to comply fully with the following:

- Learners will hand their mobile phone to the supervising staff member. It will be returned at the end of their period in the isolation room
- Each learner will sit and remain seated in the designated workspace assigned to them on entering the isolation room
- Each learner will work in silence and will not interact in any way with other learners
- Learners will be allowed access to the toilet facilities with the permission of supervising staff and will be escorted to the canteen at break and lunchtimes

Any learner who refuses to comply with the rules of the isolation room will be excluded from school for a fixed term.

Fixed Term Exclusion

Exclusion from school is our most serious sanction, and the decision to exclude a child from school will only be taken after full consideration of the facts. The legalities of school exclusions can be found at:

<https://www.gov.wales/sites/default/files/publications/2024-04/240410-exclusion-from-schools-and-pupil-referral-units.pdf>

When considering an exclusion, the school will consider the nature of the offence, and the duration of the exclusion will reflect this.

When a learner is excluded from school, the school will make all reasonable attempts to contact parents on the day of the offence, outlining the issues and the reasons for the school's response. Before a learner returns to school following a fixed term exclusion a parent will be expected to attend a reintegration interview with their child and a member of the SLT, where individual targets will be set in a PSP, and reviewed following a period agreed with all parties in the meeting.

The reasons for exclusions are varied however they will fall into one of two categories:

- Non-compliance: this may be a series of cumulative offence as indicated below.
- Gross misconduct: this will likely be a single serious incident.

Learners may be excluded from school for persistent unacceptable behaviour or for serious incidents in which they have been involved. A fixed term exclusion will last for a specific period, e.g. one day or two days.

Examples of the kind of incidents for which a fixed term exclusion might be appropriate may include, but are not limited to: -

- constantly disturbing the learning of other students in class and not reacting to sanctions put in force
- swearing at an adult
- fighting or threatening other people being
- bullying – verbal, physical, cyber
- bringing inappropriate items or illegal substances into school
- theft
- vandalism to school property or the property of a member of the school community
- other actions which disrupt the smooth running of the school or put at risk the safety of other people.

Note: this is not an exhaustive list of examples of behaviour that will lead to a fixed term exclusion.

Members of the SLT have the right to search learners **without parental permission** if there are concerns or suspicions, they may be in possession of illegal substances or weapons. Any learners found to be in possession of such items will face serious consequences and dealt with in accordance with Flintshire policies / WG Guidelines.

Learners can be excluded from school for a maximum of 45 days in one academic year. The Pupil Discipline Sub-Committee must meet once a learner is excluded for a total of 16 days or more during a term. The committee can also meet if a learner has been excluded for up to 25 to 30 days in a school year.

When a learner is excluded for more than one day, the school must provide activities for the learner to complete at home.

When an incident involves vandalism or damage to property, learners are expected to participate in making amends for their unacceptable behaviour e.g. contributing financially towards any damage. This will be discussed with parents.

Permanent Exclusions

Permanent exclusions are exceedingly rare and the decision to exclude a learner permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies and support that have been tried without success.

It may, however, be appropriate to permanently exclude a learner for a serious first or “one-off” offence, for example

- serious actual or threatened violence against another learner or a member of staff
- sexual abuse or assault
- use or threatened use of an offensive weapon.

A learner found in possession of drugs or drugs paraphernalia will be permanently excluded as per the Flintshire ‘Substance Misuse Policy’.

When the Headteacher permanently excludes a learner, they will consider all circumstances, the evidence available, and the need to balance the learner's interests against those of the whole school community.

<https://www.gov.wales/sites/default/files/publications/2024-04/240410-exclusion-from-schools-and-pupil-referral-units.pdf>

14. Bullying

Bullying will not be tolerated at Ysgol Maes Garmon.

At Ysgol Maes Garmon, bullying is defined as:

Threatening, harming or insulting someone on purpose and/or regularly targeting individuals over a period of time- either online, physically or psychologically.

Evidence of any type of bullying will be dealt with or resolved using this policy.

For further details, please see our Anti-Bullying Policy

15. Detention

Departmental / Staff Detention

Each member of staff has the right to hold a period of detention when a learner does not follow our day-to-day expectations or complete adequate classwork/ homework. These can take place at breaktime or lunchtime.

Lunchtime detention (LTD) will be given automatically to a learner who is late to two lessons or more during the previous day or has truanted from a lesson during the previous day.

SLT reserves the right to refer learners to LTD for other reasons.

Whole school lunch time detention

The focus for lunchtime detention will be decided by SLT. The detention will be held daily between **12.50 and 1.10pm** and supervised by a member of the SLT.

If a learner fails to attend a lunchtime detention, they will be given a second chance to attend the following day. Failure to attend on the second day will result in further sanctions.

After school detention

Any learner who has received 4 lunchtime detentions in half a term will receive a 1 hour after-school detention between **3.15- 4.15pm**. Parents and carers will be notified a minimum **48 hours** in advance of the detention. After school detention will be supervised by a member of the SLT.

Failure to attend an after-school detention will result in further sanctions.

16. School Transport

In the interests of safety, all learners are expected to behave well as they travel to and from school. Flintshire County Council operates most school buses and taxis. All learners are expected to adhere to the 'All Wales Learner Travel Code'. Failure to do this, or behaving badly or dangerously will be subject to the following:

- school based sanction / punishment, including internal, external, or permanent exclusion
- fixed term ban from school transport by FCC
- permanent ban from school transport by FCC
- paying to repair damage to the bus / taxi operator's vehicle

Most school buses are equipped with CCTV and this evidence will be used by the operator, Flintshire County Council, and the school to identify and punish unacceptable behaviour. In extreme circumstances of unacceptable behaviour and damage to the operators' property, the Police will be involved. ***The wearing of seatbelts on school transport is mandatory.***

Please see WG expectations.

[all-wales-travel-behaviour-code-statutory-guidance.pdf](#)

17. Mobile Devices & Social Media

From September 2024, the use of mobile phones and other electronic devices on school grounds is banned altogether. All learners will have the right to keep a mobile phone turned off in their bag. Should a parent/carers urgently need to contact the child, it will be necessary to call head office - 01352 750678. Members of the 6th form (Yr.12/13) will have the right to use their mobile phones in the 6th common room only. If a learner is caught using a mobile phone device, it will be confiscated by a member of staff. Learners will be able to collect it at the end of the school day from the main office.

Social Media

The legal age to own a Snapchat, Whats App or TikTok account is 13. These apps are banned to learners under 13 for a reason. If parents permit their child to use such apps before they are 13, it is their responsibility to monitor their use and resolve any issues that may occur. If we as a school hear of large-scale group chats, we will inform parents through School Gateway.

If the learner is under the age of 13 the matter will be referred to PC Mark Jones (School Liaison Officer)

Mobile devices should not be used to take photographs or videos of staff or learners at any time.

Using social media of any kind to bully, harass or target staff or learners in any way will result in a severe sanction, including a permanent exclusion.

18. Learners with Additional Learning Needs (ALN)

Due consideration will be given the additional learning needs of an individual learner before a punishment or exclusion is given. Advice will be sought from FCC officers, the ALN Code for Wales 2021 and external agencies if necessary.

19. Physical Intervention/ Restraint

Occasionally a learner may need to be restrained to protect themselves or other members of the school community. On such occasions, positive handling interventions will be used to address the behaviour of the learner. Examples of the type of behaviour that could warrant physical intervention or restraint include:

- Causing injury or harm to themselves or others
- Committing a criminal offence
- Causing serious damage to property
- Acting in a way that is counter to maintaining good order and discipline at the school

20. Leaving the School Site

Learners in Years 7 – 11 must enter the school site immediately on arrival and are not permitted to leave the school site once they have arrived at school. They must stay on the school site until the end of the day. Learners who fail to adhere to this rule will be monitored over a set period and given sanctions.

Students in Years 12 and 13 are allowed off site during non-contact time but must sign in and out of the building, as do our members of staff.

21. Smoking or Vaping on School Site

Ysgol Maes Garmon is a smoke-free school. Smoking, including the use vapes or other tobacco products on any part of the school's premises, associated school grounds or school vehicles, is prohibited. There are no designated smoking areas within the school buildings or grounds. See '**Whole School Smoke-free Premises Policy**' for details of sanctions. Any learners found in the possession of cigarettes/vapes, or participating in such activities, will be instantly referred to Flintshire **SORTED** and parents will be informed. Sanctions will follow if the learner continues to smoke or vape on the school site.

Smoking and vaping are prohibited during extra-curricular activities, visits and residential trips.

22. Behaviour Outside of School

Learners' behaviour outside school-on-school business, e.g. on school trips, away school sports fixtures or work experience placements, is subject to the school's behaviour policy. Unacceptable behaviour in these circumstances should be dealt with as if it had taken place at school. The Headteacher can exclude a learner if their behaviour outside school and not on school business has a link to maintaining good behaviour and discipline with the body of learners and school as a whole.

Learners' behaviour in the immediate vicinity of the school or on a journey to or from school can, for example, be grounds for exclusion as per WG Exclusion Guidance.

Extracurricular activities:

An excellent standard of behaviour is expected by all learners during extracurricular activities such as clubs and sporting events. Any learner who demonstrates unacceptable behaviour during a visit will receive further sanctions, which may include being instantly removed from the activity and being sent home.

Educational visits:

An excellent standard of behaviour is expected from all learners during educational visits. Any learner who demonstrates unacceptable behaviour during a visit will receive further sanctions, which may include being instantly removed from the visit and being sent home.

23. Unacceptable Behaviour Demonstrated by Parents Towards Staff

Parents and Carers are expected to treat staff in a polite and courteous manner. Failure to treat staff with respect could result in them having limited contact with the school or being banned from the school site.

For further details, please see Parent / Carer Contact Policy.

24. Toilets & Cubicles

All toilet blocks have been refurbished during the past few years and should be treated with respect. Damage to the toilet blocks will be dealt with like any other act of malicious damage or vandalism to school property.

Learners should not gather or waste time in the toilets between or during lessons. There should only be one learner in a cubicle at any time, with door closed or not. If more than one learner is found to be in a cubicle at any time, they will receive a 1-day exclusion for every occasion. Persistent failure to adhere to this rule will result in further sanctions.

25. Smoothwall

Smoothwall exists to help keep children safe and thriving in their digital lives. Following referrals from Smoothwall the school will contact the home, if needed, to discuss the matter further.

Appendix A - Explanation of Sanctions

Points are logged into SIMS during registration and lessons.

Sanction	Points	Possible reasons (this list is not exhaustive)
Verbal Warning	-1	<ul style="list-style-type: none"> Lack of respect Discourteous Disrupting learners' progress Failure to follow staff instructions No P.E. kit
Yellow Card	-3	A yellow card is given following two verbal warnings and a failure to improve behaviour.
Orange Card	-4	An orange card is given when a learner score 39+ on their yellow card, or if they scored a 5 in any lesson whilst on a yellow card.
Red Card	-5	<ul style="list-style-type: none"> Scoring 62+ on their orange card Truants from a lesson Swears or uses inappropriate language (not directly at a person) Failure to follow instructions If they scored 5 in any lesson whilst on an orange card.
Isolation Room	-12	<ul style="list-style-type: none"> A score of 62+ on a learner's red card If they scored 5 in any lesson whilst on a red card. A single serious incident in the classroom or during non-structured time Awaiting collection by parents following a serious incident Pending investigation into serious unacceptable behaviour
External exclusion	-20 per day	<ul style="list-style-type: none"> constantly disturbing the learning of other students in class and not reacting to sanctions put in force swearing at a staff member or visitor fighting or threatening other people being bullying – verbal, physical, cyber bringing inappropriate items or illegal substances into school theft vandalism to school property or the property of a member of the school community other actions which disrupt the smooth running of the school or put at risk the safety of other people.

Appendix B - Positive Points

It is essential that good behaviour is valued and not taken for granted. Every member of the staff is encouraged to praise learners when they recognise good behaviour.

Praise can be given to learners in a variety of ways and should be delivered in a way that is appropriate for them. Parents are encouraged to acknowledge their child's praise points in the home. Examples include:

- Verbal praise (quietly and directly to the learner)
- Praise cards sent by post to the learner
- Praise points on SIMS that contribute to the annual house competition
- Positive comments written in books
- Telephone calls home to parents congratulating/ thanking learners
- Praise for achievements via social media

Praise	Points (+)	Possible Reasons (this list is not exhaustive)
General praise	+1	<ul style="list-style-type: none"> Scoring a '1' for the lesson Good work Great effort Good manners Positively helping others
Consistent use of the Welsh Language	+5	A learner who always speak Welsh with peers and staff members.

Cerdyn Canmol (Praise Card sent home)/ Phone call home.	+5	A praise card can be sent home when a teacher or member of staff wishes to praise a learner for something extra special.
Golden Ticket from SLT	+10	A golden ticket is given to a hard-working learner who is spotted by the SLT as being considerate, cooperative and courteous during a lesson.

The learners’ positive and negative points will be combined at the end of each half term to create a total that will be given to the learners’ house points. The learners will also be in line to achieve a special award, dependent on their total score. The awards will be determined based on the total number of points given to learners during the half-term.

- 20-40% of total points= Bronze Award
- 40-60% of total points= Silver Award
- 60-80% of total points= Gold Award
- 80-100% of total points= Platinum Award

Appendix C - Expectations

