



## UPPER SCHOOL GUIDANCE

### Staff agree to:

- Create a physically safe (predictable, consistent, structured) and stimulating environment to motivate and inspire learners;
- Act as emotionally regulated adults who calmly support a child when they are overwhelmed by an event, a situation or their feelings;
- Engage in active listening and will take a curious approach when examining behaviours. This may be play-based with younger learners;
- Engage in restorative conversations with learners;
- Employ the agreed approach to managing behaviour consistently and appropriately;
- Utilise the PACE (Playfulness, Acceptance, Curiosity & Empathy) approach with any learners experiencing dysregulation.

### Learners agree to:

- Follow all instructions first time
- Arrive on time and stay on task throughout the lesson.
- Always bring the correct equipment to the lesson.
- Sit in allocated seating plan
- Act in a safe and respectful manner
- Listen to either the teacher or the person(s) asked to speak.
- Mobile devices cannot be visible once in the building
- Wear the correct uniform at all times.

### Families agree to:

- Work in partnership with staff to ensure good behaviour
- Inform staff of any concerns/ reasons for absence/ incorrect equipment (including uniform)
- Respond to concerns raised by members of staff
- Ensure learners come to school correctly equipped and prepared to work (Including correct uniform)
- Support their child in adhering to school behaviour expectations
- Ensure their child attends school punctually every day
- Inform the school of any changes in circumstances that may affect their child's behaviour/ Well being



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The aforementioned expectations are underpinned by three simple values:

### *Respectful, Responsible and Resilient*

#### **Behaviour Expectations -**

1. Arrive on time ([Respectful](#), [Responsible](#))
2. Bring correct equipment to lessons ([Respectful](#), [Responsible](#))
3. Sit in the seating plan and remain in your seat ([Respectful](#), [Responsible](#))
4. Work to the best of your ability ([Responsible](#), [Resilient](#))
5. Speak and listen respectfully at all times ([Respectful](#), [Responsible](#))
6. Work in silence when asked to ([Respectful](#), [Responsible](#))
7. Mobile phones should not be used on school site ([Respectful](#), [Responsible](#))
8. No food or drink in class (water may be allowed in some lessons) ([Responsible](#))
9. Respectful and Responsible at social times

#### **Examples of Serious Behaviours (Pupils will be sent to Ready to Learn)**

- \*Swearing/ abusive language directed at a member of staff ([Respectful](#), [Responsible](#))
- \*Intolerant or discriminatory behaviour/ language ([Respectful](#), [Responsible](#))
- \*Possession of prohibited items. E.g. Alcohol, drugs, weapons, stolen items, vapes ([Responsible](#))
- \*Fighting ([Respectful](#), [Responsible](#))
- \*Sexual Assault ([Respectful](#), [Responsible](#))
- \*Bullying ([Respectful](#), [Responsible](#))
- \*Refusing to hand over mobile phone ([Respectful](#), [Responsible](#))
- \*Smoking/ vaping ([Responsible](#))
- \*Serious vandalism ([Respectful](#), [Responsible](#))
- \*Continual defiant behaviour ([Respectful](#), [Responsible](#))

*\*This is not a complete list and decisions can be made by SLT on an individual basis\**

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#### **Relationships policy in practice**

- \*All Staff will implement our [5 non-negotiables](#) to ensure that a consistent, equitable and inclusive learning environment is accessible to all learners.

[1.Meet and greet at the door](#)

[2.Seating plans for all learners](#)

[3.Be selective with secondary behaviour](#)

[4.Utilise take up time between warnings](#)

[5.Restorative conversations](#)

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- If a learner breaks a rule in the classroom, staff will utilise **positive classroom management strategies** in order to support the learner to make more appropriate choices (PACE Approach/ Connection before correction)
- **Stage 1** -If behaviour persists despite strategies being implemented, a warning can then be given for persistent behaviour. Clear explanation should be provided to the learner as to why the warning has been received (Logged on Class charts Warning #1).
- **Stage 2** - If a learner continues to display challenging behaviour then an additional warning can be given (Logged on Class charts Warning #2). It may be appropriate at this time to allow take up time or to have a more private intervention outside of class to avoid escalation.
- **Stage 3** - If the behaviours persist despite intervention, Send to R2L

### Ready to Learn Behaviour Support

- **Ready to Learn** - Ready to learn will be actioned in the following scenarios
  - \*At Stage 3 - All warnings provided and evidenced on class charts
  - \* Referred by Behaviour Manager
  - \*Sent by Classroom teacher for a serious behaviour incident (Please see examples above)
  - \*Sessions in R2L will be x3 hours in the first instance but may be escalated to x5 hours (Internal Exclusion) for serious instances (determined by SLT/ Behaviour Manager).
  - \*Expectations are that, If a learner is removed at Stage 3 or Sent to R2L then a restorative conversation is held prior to the next lesson

### Truancy and Ready to learn

- Learners Must attend lessons within the first 5 minutes, if they are late without notice being given e.g. Flag on SIMS, call or email from staff/ intervention, staff will press the “not arrived to lesson” button on class charts, on call will be alerted to locate the learner and they will receive a 30 minute after school detention, but return to the lesson.
- If a learner does not return to lesson within 15 minutes (reasonable mitigation aside) then they will access R2L for the remainder of that lesson.
- Should the learner return outside of 15 minutes on a second occasion, then the sanction will escalate to three lessons in R2L
- Further punctuality concerns after this point will result in 5 Hours R2L and contact home via Behaviour manager/ pastoral team to address the ongoing concerns.
- We reserve the right to upscale the initial step of the process for learners that are regularly late to lessons (From the remainder of the lesson to straight to 3 hours) This decision will be taken by the behaviour team, Head of Key stage/ Deputy Head of Key stage or SLT after communication with parents/ carers.



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### Expectations in Ready to Learn

- \*Learners sent to Ready to Learn must be logged on class charts.
- \*If sent to Ready to Learn learners must go straight to this area (On call will be notified if not attended within 5 Minutes)
- \*Learners should be provided with meaningful work in order to align with their current curriculum. E.G. KS3 - Skills based provision focussing on Literacy and Numeracy development. KS4 - Qualification focussed (R2L Team will liaise with SLT and AOLE leads to facilitate.
- \*Learners to hand phones in on entry to R2L (After Triage)
- \*Learners have break time supervised in the R2L area. Food and drinks will be ordered in advance and brought to the areas
- \*Learners not adhering to Ready to Learn rules will be given a strike (logged on Class Charts). If a learner accumulates 3 strikes our behaviour Manager will contact parents to seek support in managing behaviour. Additional instances of poor behaviour after this point will result in an Internal / FTE.
- \*Behaviour expectations in R2L awarded for reasons such as- Continual disruption to learning, Refusing to work or not working to the best of their ability, continual shouting out or talking, Getting out of their seat without permission, Using mobile phone, damaging school property/ equipment. (Only 1 strike can be given at a time).
- \*Toilet facilities are located within the R2L area. School toilet rules and expectations will apply
- \*Learners will be expected to complete reflection paperwork. This can unpick the reasons for the behaviours and provide an opportunity to move forward in a positive manner prior to their next lesson.
- \*A restorative meeting should be initiated (in the first instance) by the staff that have imposed sanction. (This can occur in R2L space or prior to their next lesson)
- \* If they are a regular offender within a specific faculty then Behaviour Manager will liaise with AOLE lead to facilitate next steps.
- \*If the behaviour Manager notices a wider concern across multiple areas, they will then Liaise with Head Of Key Stage/ Deputy Head Of Key Stage
- \*Behaviour Manager to monitor R2L data and link with Head Of Key Stage/ Deputy Head Of Key Stage and/ or AOLE lead as required in order to identify patterns of behaviour and areas of concern

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### Behaviour concerns at Social Time

- Any learners inside prohibited areas of the school before school or during break or lunch time will be picked up by senior staff that are on duty
- Learners that are identified as regular offenders or for a serious concern will spend a portion of their social times in R2L. This to be authorised by SLT and behaviour team. (Behaviour Manager and R2L to have responsibility for tracking this at the end of each day, with follow ups with families supported by pastoral teams)

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### Exclusion Policy

1. As a school we may exercise the right to allocate a Fixed term exclusion for a learner if there has been a serious breach of school behaviour policy or if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school. Examples of this could include but are not exclusive to

\*Continual defiant behaviour \*Serious Physical Assault \*Drug/ Alcohol related \*Theft \*Intolerant/ discriminatory language/ behaviour \*Threatening behaviour/ language directed towards a staff member

2. Permanent exclusion will be applied if the behaviours described are persistent and all other reasonable steps have been taken to address the young person's behaviour and attitude. Permanent exclusion can also be used as a response to serious one off incidents, such as but not restricted to; extreme acts of violence/ threatened violence, Drug/ Alcohol related incidents, carrying a weapon, persistent incidences of defying criminal law. Finally, this course of action may be considered if we witness serious breaches of the school's behaviour policy.

### EXCLUSION PROCESS

\*Head Of Key Stage/ Deputy Head Of Key Stage and Behaviour Manager to monitor class charts daily to check on levels of behaviour and ensure that if a serious incident is logged that appropriate action is taken. If they feel that an exclusion may be warranted then report this directly to a member of SLT (IC first contact)

\*If a member of staff feels that an exclusion is warranted due to behaviour that they have experienced, refer straight to Behaviour Manager who will then Liaise with Assistant Head Teacher should they feel an exclusion may be warranted.

\*Only the Headteacher or in the Headteacher's absence, the Head of Campus can authorise exclusions, as we are held accountable for these decisions by Governors and the LA.

\*When implementing an exclusion, a full investigation should have been undertaken (Behaviour Manager/ PL or Head Of Key Stage/ Deputy Head Of Key Stage to take statements and investigate) and all facts should be presented to Assistant Headteacher so that an informed decision can be made.

\*Behaviour Manager/ Pastoral team to contact parents and make them aware of the exclusion and Readmission meeting to be organised. This is attended in the first instance by Head of Key Stage/ Deputy Head of Key Stage with the behaviour manager on hand to support if required.

\*Behaviour Manager to provide exclusion paperwork to the family and any appropriate external agencies involved with the young person. The Behaviour Manager to update Exclusion on SIMS and to update attendance registers in conjunction with Pastoral Lead Attendance Officer.

\*Prior to the Readmission meeting, staff should check where the learner is on our Graduated Response in order to ensure the correct intervention and support is in place for the learner and if not, this can be offered within the meeting.

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\*Readmission form is to be completed and filed for the student. This must include agreed targets and support required, along with potential next steps discussed. Forms to be collected from reception, electronic copy added to student file and hard copy passed to Pastoral Lead to be filed.

\*Meetings should be in person where possible, but if there is no opportunity to meet then over the phone is acceptable as long as the readmission meeting form is still completed.

\*During a readmission meeting any external agencies linked to the family should be invited. If there are no agencies involved, staff can put in a Multi Agency referral as part of the return to school process.

\*For more serious incidents or those that involve Antisocial behaviour, Staff can invite our Police liaison/ PCSO's to join the meeting and also utilise Blaenau Gwent ASB policy, issuing warning letters to families regarding these behaviours.

\*Behaviour Manager to provide SLT with daily and weekly Exclusion data

\*AHT to monitor exclusion data weekly and present to Headteacher.

\*Welsh Government Exclusion Guidance [Exclusion from schools and pupil referral units Guidance](#)

\*Graduated response [Graduated Response .docx](#)