

# YSGOL FRIARS



## Behaviour for Learning Policy

<b>Formulated by</b>	
<b>Adopted by Governing Body</b>	
<b>Review date</b>	
<b>Date of any amendments</b>	

The following national and local guidance has been used in the compilation of this policy:

- Welsh Government – Practical Approaches to Behaviour Management in the Classroom: A handbook for classroom teachers in secondary schools (August 2010).
- Welsh Government – Practical Approaches to Behaviour Management in the Classroom: A handbook for classroom teachers in primary schools (August 2012).
- Welsh Government – Safe and effective intervention – use of reasonable force and searching for weapons (March 2013).
- Welsh Government – Guidance for substance misuse education (July 2013).
- Exclusion from schools and pupil referral units- 2024
- Welsh Government – Additional Learning Needs Code for Wales (March 2021).
- Welsh Government – School uniform and appearance: policy guidance for governing bodies (January 2022).
- Welsh Government – Reducing restrictive practices framework (September 2022).

This policy is linked to the following policies:

- Anti Bullying Policy
- Attendance Policy
- Safeguarding Pupil Protection Policy
- Safeguarding adults' protection policy
- School Uniform Policy
- Substance Misuse Policy
- Additional Learning Needs Policy

Article 12 of the UNCRC (United Nations Convention on the Rights of the Child) establishes the right of children to express their views freely in all matters affecting them. This includes the right to be heard in judicial and administrative proceedings, and for those views to be given due weight according to the child's age and maturity. It emphasizes that children's participation should be meaningful, with their opinions considered and taken seriously.

This policy is available on the school website and a paper copy can be made available on request from the school office. A pupil friendly version of this policy is also available for all pupils. The policy will be reviewed annually by the Governing Body.

Section 89 of the Education and Inspections Act 2006, specifically in the context of Wales, outlines the responsibilities of the head teacher regarding pupil behaviour and discipline within a school. It mandates that the head teacher must determine measures, including rules and disciplinary penalties, to promote good behaviour, respect, and a proper regard for authority among pupils. These measures must be published in writing and communicated to pupils, parents, and staff at the school.

### **Head Teacher's Role:**

Section 89 places a duty on the head teacher to determine and implement measures to promote good behaviour and discipline among pupils.

### **Discipline and Behaviour:**

These measures should address conduct both on and off school premises, including encouraging good behaviour and respect for others, and preventing bullying.

### **Written Policy:**

The head teacher is required to publish these measures in a written document, which should be accessible to pupils, parents, and staff.

### **Annual Review:**

The head teacher must also take steps at least once a year to ensure that pupils, parents, and staff are aware of the school's behaviour policy.

### **Bullying Prevention:**

The measures determined by the head teacher should include specific strategies to prevent and address bullying.

### **Governing Body's Role:**

While the head teacher determines the specific measures, the governing body must ensure that policies promoting good behaviour and discipline are in place, as stated in Section 88 of the Act.

This policy is available on the school website and a paper copy can be made available on request from the school office. A pupil friendly version of this policy is also available for all pupils. The policy will be reviewed annually by the Governing Body.

## Values and Principles

*To foster enjoyment to the highest standards through the creation of a civilized community where pupils share a common set of values applicable to their local, national and global identity*

This policy was designed to help in securing the school's aims for all members of Ysgol Friars community.

Discrimination based on race, colour, nationality (including citizenship) ethnic or national origin, marital or civil partnership status, age, sexual orientation, Gender, disability, religion or belief will not be tolerated.

We teach our high expectations for behaviour for learning by:

- Explicitly referencing our expectations of pupils, the Four Rs (be ready, be respectful, be resilient, be responsible)
- Teaching and reminding pupils of our high expectations for behaviour for learning
- Scripted conversations
- Reinforcing 4 Rs in tutor periods
- Modelling positive behaviour daily
- Focus on the positives and rewards for pupils
- Year group assemblies

Ysgol Friars Behaviour for Learning Ethic- what are our high expectations?

Pupils are expected to take responsibility for their own behaviour and demonstrate our behaviour ethics across school by following the 4 Rs.

- be ready
- be respectful,
- be resilient
- be responsible

### Be Ready

- **Arriving on time:** Students should arrive at school and to classes promptly, ready to engage with the day's learning.
- **Queue** in an orderly manner in preparation to be met and greeted by staff member
- **Being engaged:** Actively listen, participate in discussions, and follow instructions during lessons.

### Be Respectful

- **Treating others with kindness:** Students should be considerate to peers, teachers, and staff, avoiding disruptive or hurtful behaviour.
- **Respecting differences:** Celebrate diversity and embrace different viewpoints, cultures, and backgrounds.

- **Listening to others:** Be attentive and show respect when others are speaking.
- **Respecting the environment:** Take care of school property and spaces, keeping classrooms, hallways, and toilets clean and organised.
- **Follow school rules:** Respect the school's rules and expectations, as they are in place to create a safe and supportive environment.

## Be Resilient

- **Overcoming challenges:** Stay positive and keep trying when faced with difficult tasks or setbacks. Don't give up easily.
- **Managing stress:** Learn strategies to cope with school pressures and challenges.
- **Seeking help when needed:** Don't be afraid to ask peers or members of staff for support when facing personal or academic challenges.
- **Learning from mistakes:** View mistakes as opportunities to grow and improve. Reflect on them to become better and more skilled.
- **Staying motivated:** Stay focused on long-term goals even when faced with immediate setbacks or difficulties.

## Be Responsible

- **Taking ownership of actions:** Accept responsibility for your actions and their consequences, both positive and negative.
- **Being accountable:** Complete homework, and coursework on time, and communicate with teachers/staff if there are any issues.
- **Looking after personal belongings:** Keep personal items organised and secure, and respect others' belongings.
- **Contributing positively to the school community:** Participate in school activities, be proactive in improving the school environment, and help others when needed.
- **Exhibiting integrity:** Be honest, ethical, and trustworthy in all school-related activities

Every opportunity will be made to reinforce these values with pupils as well as the school's Behaviour for Learning Policy, procedures and expectations. We encourage and support pupils so that they develop excellent relationships for learning; we expect them to use language that is positive and affirmative when engaging with staff and other pupils. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on the grounds of age, sex, race, colour, nationality (including citizenship) ethnic or national origin, marital or civil partnership status, sexual orientation, disability, religion or belief will not be tolerated.

## How do we promote and celebrate positive behaviour?

At Ysgol Friars we are very proud of how well most of our pupils behave in school and outside of school. We want to celebrate how well pupils are representing the school and making us proud to be members of Ysgol Friars community. It's crucial to establish clear expectations, consistently reinforce positive actions, and create a supportive environment. This involves modelling desired behaviours, providing positive reinforcement like praise and rewards, and involving pupils in creating a positive learning environment.

At Ysgol Friars we:

- Establish Clear Expectations and Routines
- Foster a Positive and Supportive Environment by building positive relationships, actively listening, role modelling and actively supporting positive communication with home
- Provide Positive Reinforcement. This may include verbal praise, praise via whole class systems such as class charts, public recognition such as celebration assemblies or celebration events such as own clothes day and celebration trips
- Encourage pupil voice to guide our way through the rewards systems to ensure that they meet the interests and needs of pupils

All teachers are expected to provide, where appropriate:

- Praise and positive encouragement
- Positive verbal and written feedback

Teachers may allocate achievement points through class charts that are available to parent and carers immediately.

## Rewards

**This list is not exhaustive**

	<b>Rewards for</b>	<b>Types of rewards</b>
Tutor	Punctuality to tutor time School bag and equipment Response to positive clecs Exceptional effort and/or progress	Positive points class charts Personal Praise Effort-Based Praise Behaviour-Specific Praise
Classteacher	Effort Progress Resilience Improvement Super contributor	Positive points class charts Personal praise Positive gossip /clecs positive
Head of Faculty	Continued effort and progress Improvement over time	Faculty positive points on class charts

	Special recognition Representing the faculty	Phone calls home Faculty Positive post
Head of Year/Progress Leader	Weekly Registration award ceremony based on Class Charts points	Pupil Voice Early break/Lunch pass Letter / Postcard Home
Whole school	Half termly nominations from faculties Exceptional effort and progress Exceptional improvement over time Representing the school	Headteacher positive points on class charts Praise assemblies Fast passes Early access to trips and visits Access to experiences such as own clothes day Rewards trips and visits

Our rewards system is managed using class charts which supports parental and care giver communication.

### **What can pupils expect to experience in class and during registration?**

All staff are aware of how to adopt a consistent approach that ensures a safe and successful learning environment for all. Members of staff must:

- Be ready and on the door to receive pupils and ensure that the lesson is ready to start on time.
- Provide a welcoming environment.
- Establish consistent and calm behaviour.
- Provide pupils with clear direction and an opportunity to turn their behaviour around.
- Following processing time, a reminder should be provided.
- A last opportunity should be offered to pupils to turn their behaviour around.
- Refer pupils to school rules.
- Make it clear that they are criticising the behaviour and not the person.
- Avoid early escalation to more severe consequences.
- Encourage a process of reflection.
- Avoid whole group sanctions that punish the innocent as well as the guilty.
- Take account of individual circumstances and needs of pupils

At no time, should a teacher move through the reminders or warnings immediately; pupils should be provided with an opportunity to process and modify their attitude and behaviour during the lesson.

### **Graduated response**

High quality teaching differentiated and personalised for each pupil or young person is the first step in meeting the needs of our pupils. Most pupils can make progress and engage in learning if they are taught in this way.

Where a pupil or group of pupils' needs cannot be met in class at this time, consideration can

be given to more targeted support through the schools graduated response. By implementing this graduated response system, Ysgol Friars aims to provide a holistic approach to supporting students with behaviour and progress concerns. The school understands the significance of early intervention, multi-disciplinary collaboration, and involving parents/carers in the process to help students flourish.

Ysgol Friars graduated response to behaviours and progress concerns is as follows:

### **Cam 1**

In every class, we expect to see:

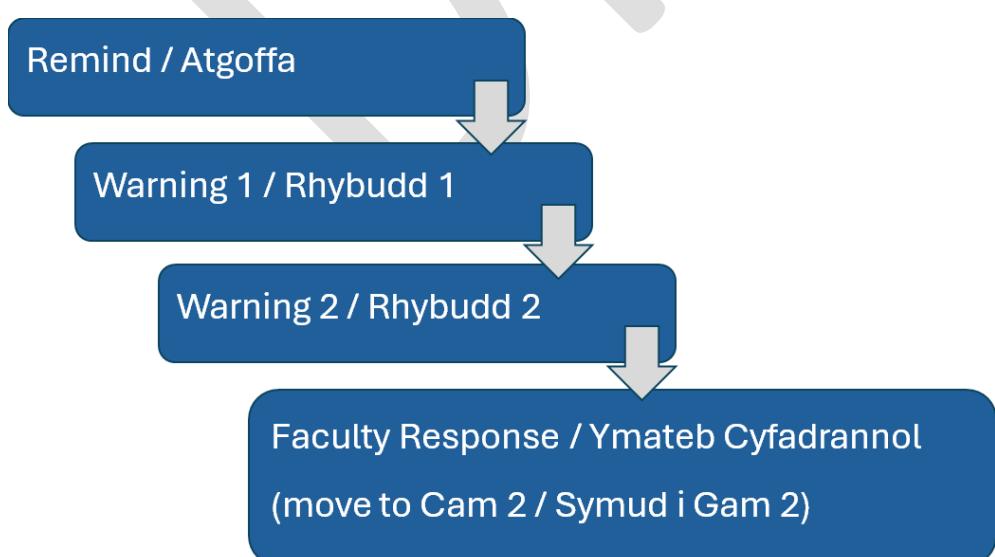
- Consistency is key: consistency and coherence at a whole-school level are paramount
- Building positive relationships and using positive language
- Establishing clear and high expectations of every pupil
- Implementing positive reinforcement
- Clear routines in place
- Engaging pupils as soon as they arrive in lesson

### **Be Ready, Be Respectful, Be Resilient, Be Responsible**

#### **When behaviours in class cause concern (what should we be doing)**

Direct consequences may be required where classroom management strategies have not been successful and further intervention is required. Behaviour escalation may take place through a pupil needing to be removed from the class and placed within another classroom within the faculty – Faculty Response.

This will be reached by following these steps:



When a referral to the faculty response location will be made, the class teacher will set a sanction of break time detention. The pupils will be given two chances to go to the detention before referring forward to the Head of Department/Head of Faculty. This detention will also be a time to reflect.

## **Cam 2**

In a very few instances, cam un interventions may not be effective. This may include refusal to move from a classroom to Faculty Response or continued disruption in the classroom (Faculty Response) the pupil has been moved to. This will warrant an escalation to Cam 2. There will also be an escalation to Cam 2 if Cam 1 has been followed three times during one half term by a specific teacher/in a specific subject. At Cam 2, the pastoral team can be called to support and remove the pupil from the lesson, by referral from the head of department/ faculty (HoD/HoF), or if unavailable the subject teacher can call for support via SLT Help email or Class Charts Call Out button. The pupil will be placed in our Encil provision for that lesson. Any pupil at Cam 2 more than once in a school day will remain in our Encil provision for the day. Three periods in Encil within a week will mean that parents/ carers will be expected to attend a meeting with the pastoral team at the end of the week.

At Cam 2, the heads of department/faculty will also consider if the following will be effective at diffusing situation:

- Refection periods
- Very short-term modifications to curriculum
- Lunch detentions that are facilitated by the faculty team
- Discussions with the pastoral team on how best to move forward
- Restorative Conversations

As Cam 2 support is called, the teacher will complete a reflection form to support the pastoral team as they reflect with the pupil.

## **Cam 3**

Further escalation may be required whereby escalation to the head of faculty has not been successful in modifying a pupil's behaviour or whereby there is a serious incident. Cam 3 will be led by the progress leaders and heads of year. Cam 3 will include:

- Development of Individual Behaviour Plan/ Positive Handling Plan/ Risk Assessment in partnership with the young person and their family
- Discussion with ALN Department for ALN consideration
- Medium term curriculum modifications
- Development of a One Page Profile
- For Year 10 and above, considerations of an alternative learning pathway
- Referral to our Hwb provision
- Referral to external agencies for behaviour support.
- A fixed period in our Encil provision
- **Cam Tri also includes behaviour before lessons, during break and lunch, and after school.**

In partnership with the headteacher, consideration may be used for

- Fixed Term Exclusion in accordance with 'Exclusion from schools and pupil referral units (November 2019)
- If necessary, Ysgol Friars will work in conjunction with the Local Authority to identify suitable alternative provision to meet a pupil's needs. This may include referrals to the local authority alternative curriculum provision or pupil referral unit for short term interventions.

In extreme circumstances, where a pupil's behaviour has been dangerous, placed staff or other pupils at risk or continuously refusing to work with the school, the headteacher may consider a permanent exclusion. This decision would then be referred to the Governing Body disciplinary sub-committee.

#### **Cam 4**

Cam 4 is led by the assistant headteacher for behaviour and engagement and the senior leadership team. This may include

- SLT detentions
- Extended period in Encil (no more than 2 days)
- Fixed term exclusions
- Referral to the local authority pupil referral unit
- Permanent exclusion

#### **Furthermore:**

- Smoking and vaping are strictly forbidden in school and whilst travelling to and from school or at any time whilst wearing the uniform.
- Pupils must not bring any items/materials or illegal substances to school that endanger their own safety or the well-being of other members of the school community.
- Pupils should not bring valuables to school.
- Mobile phones must be switched off and kept out of sight during the school day.
- Verbal or physical abuse of any member of staff or other pupil is unacceptable, and the school will follow the school Behaviour for learning policy to address such behaviours.
- No pupil has the right to infringe upon the personal lives of our staff. No member of staff should be photographed, filmed or recorded without their consent. No images should be shared of any member of our staff whilst in role during the school day or while outside in their personal lives.
- Damage to school property including toilet facilities will be taken seriously and will result in decisive action been taken by the leadership team.

#### **Behaviour Outside the Classroom**

Pupils are expected to demonstrate the school's core values — the 4Rs (Respect, Responsibility, Relationships, and Readiness) — at all times, including during transitions, breaktimes, lunchtimes, and when moving through corridors. Staff will consistently apply the same behaviour expectations outside the classroom as within. Where a pupil is not demonstrating the 4Rs, the stepped approach of Remind, Warning 1, and Warning 2 should be used. However, in cases where a pupil engages in anti-social or unsafe behaviour (e.g. running, shouting, pushing, or disrespectful conduct), an immediate sanction may be issued without prior warnings.

### **Off-Site behaviour**

- Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.
- If a pupil has misbehaved in the community whilst wearing Ysgol Friars school uniform. We will urge the community member to refer the incident to the relevant agencies. If the misbehaviour is deemed as a potential criminal offence, the school will refer the incident to the school's police liaison service for advice and guidance.

### **Tracking and monitoring behaviour for learning**

#### **Attitude to learning and Behaviour for Learning**

Attitudes towards learning and behaviour can be tracked using class charts that will support communication with parents and carers.

Three times a year, attitudes to learning and achievement are formally recorded in Years 7-13. This will be for behaviour and attitude and will enable us to separate rewards from academic progress or achievement. Attitude to learning measures a pupil's enthusiasm for learning alongside their resilience and effort.

Meanwhile Behaviour for learning measures a pupil's readiness to learn focusing on the 4Rs

At Ysgol Friars we believe pupils should be rewarded for consistently good behaviour. Each half term, those students reaching the prescribed praise points threshold will be rewarded. Each term will be a 'fresh start' as far as rewards.

All pupils with consistently high levels of attitude to learning and behaviour, will receive recognition through positive feedback from teachers, communication home and assemblies from Departments and our progression Team.

At Ysgol Friars we believe pupils should be rewarded for consistently good behaviour. As with attendance, each term will be a 'fresh start'.

All pupils with consistently high levels of attitude to learning, attendance and behaviour, will

receive recognition through positive feedback from teachers, communication home and assemblies from faculties and the progression team.

## **Reflection time / access to an emotionally available adult**

Reflection time/ accessing an emotionally available adult should be agreed by Progress leaders and be based on the individual circumstances and needs of the pupil. It is important to note that frequent time-outs throughout the day should not become a regular occurrence. If a pattern starts to emerge, it must be escalated to the Senior Leadership Team (SLT) for further assessment and support. This collaborative approach will involve considering additional support and strategies to put in place.

## **Removal from class**

Removal from class is considered a serious consequence and will only be used once all other behaviour management strategies have been exhausted and there is a need to maintain the safety of all pupils or to restore stability to the learning environment.

Where there is a requirement to remove a pupil from the classroom for a short period of time, the classroom teacher, in consultation with the head of faculty, may consider placing the pupil in another classroom to provide time out to refocus on their work. This is to be used as a temporary measure unless discussed with the faculty lead and progress leader. This must be recorded on SIMS within the comment section.

Key principles when a pupil is removed from class:

- No blame environment – support reflection and the pupils understanding of the incident, consider their feelings and reinforce expectations.
- Removal is time limited.
- Staff are provided with an opportunity for a reset and for pupil to refocus.
- Learning should continue.
- Reintegrate with kindness (**non-judgemental**),
- Class teacher to follow up and explain any further next steps.

## **Emergency Response**

### **What is Emergency Response?**

An emergency response may be requested where there is an incident whereby either the safety of students and staff is at risk or where despite intervention at classroom teacher and/or faculty level has not impacted on behaviour choices. This may include a rapid escalation of behaviour by a pupil(s).

### **When should emergency response be used?**

Immediate safeguarding risk e.g. fight, missing pupil known to staff, drugs, self-harm, disclosure, verbal/physical incident. Classroom and faculty interventions (e.g. timeout,

movement, discussion with HoD/HoF, internal consequences) have not modified the behaviour choices of a pupil, or the pupil has not co-operated with the steps to modify behaviour e.g. refusing to move classrooms.

When a pupil refuses to respond to the call out support of the heads of year or pastoral leaders

A pupil has left class and there are concerns for their safety

### **How is emergency response used?**

Support from SLT can be gained by emailing Friars SMT Help or the use of Class Charts (emergency button). Support will be made available from timetabled pastoral team as soon as they can.

### **What happens?**

- Immediate conversation with the member of staff to assess what has led to the emergency response (discussion not to involve the pupil at that point).
- Pupil will be removed and a decision made regarding next steps.
- Pupil will not be returned at that point.
- Pupil will be placed in our internal exclusion area. As part of the assessment of the situation, account by pupil taken by the staff member leading our internal exclusion area.
- Discussion with Pastoral team, head of faculty, class teacher/ SLT on next steps.

A repair conversation will be facilitated with the class teacher before the pupil is reintegrated back into class.

Where appropriate, pupils will be internally included to support the pupil to reflect and understand their actions/feelings and expectations, using a reflection approach. The length of time should be for the shortest time possible to ensure that pupils return to learning. ***Where appropriate, a reflection conversation will take place where a rupture has occurred between a pupil and a member of staff. This can be facilitated by either the Head of faculty, progress leader or SLT.***

In exceptional circumstances where a longer period of removal may be required, it will be by the agreement of SLT only.

All instances of removal from class must be recorded by Duty/ SLT, including the duration and

reasons for removal. The data regarding removals and restrictive practices is closely monitored by the Senior Leadership Team and progression team. The data collected is shared with Gwynedd County Council on a termly basis to identify patterns or trends.

## **Detentions**

Section 92 of the Education and Inspections Act 2006 gives schools the legal backing to detain pupils after a school session on disciplinary grounds. Head teachers and other teachers authorised by the Head have a clear legal authority to detain pupils on disciplinary grounds after the end of a school session. At Ysgol Friars, detention is used as a consequence in the following ways:

- Breaktime – by class teachers, and lunch time detention determined by departments/ faculties
- Up to 1 hour after school detention. Only to be given by Progress leaders and SLT. Parents are notified of this sanction at least 24 hours written notice is provided. These will be facilitated by Heads of year
- SLT detention on a Monday/ Thursday - only to be given by senior leaders and as a last resort to avoid internal/ external exclusion. The senior leader responsible for the detention will contact the family following the detention to discuss any next steps if required. Parents are notified of this sanction at least 24 hours written notice is provided

## **Serious incident protocol**

For serious concerns or breaches in behaviour, either on or off-site it is important to notify a member of the leadership team as soon as possible (Emergency Response). Serious breaches can include bullying, verbal aggression, violence, stealing, racism/prejudice behaviour, deliberate damage to school property, and persistent non-compliance. Each situation will be considered on a case-by-case basis through a review process. This list is not definitive or exhaustive

SLT, in consultation, with the Headteacher will consider as part of their investigation:

- The impact of the incident on other pupils and/or staff.
- The child's needs, understanding, and context that may have contributed to the behaviour.
- Identify triggers and review and amend Risk Assessment or individual behaviour plan as necessary to ensure the child's needs are being met.
- Assess whether further reasonable adjustments are needed to meet the child's needs (assess, plan, do, review).
- Consider if additional pastoral support or external referrals may be required

- Evaluate if there are any undiagnosed needs or if further assessments are needed.
- Determine if the consequences imposed are proportionate, fair and lawful, considering the factors mentioned above.
- Consider whether there is a need for an assessment in relation to additional learning needs

Next steps and potential consequences will be proportional and in line with the Equality Act 2010.

## **Uniform**

The governing body has put in place a school uniform policy; it is therefore for the head teacher to enforce these as part of his or her overall responsibility for the day-to-day running of the school and for maintaining discipline.

Please see School Uniform Policy for further information.

The Headteacher may ask pupils to go to the main office/Hafan to gain spare uniform.

Items of non-uniform such as hooded jumpers may be confiscated until the end of the school day and in incidents where pupils repeatedly don't follow direction not to wear, parents may be called to the school to support in enforcing the uniform expectations and collect the item of clothing.

## **Damage to School Property**

We take damage to school property very seriously and will follow the following procedures

- A full written statement will be taken by all that witnessed the incident
- Parents/ carer will be called, and a meeting will be held to discuss the incident
- The headteacher will consider the seriousness of the incident and will issue a consequence in line with the school behaviour policy
- In serious and/or consistent damage to school premises the recovery of repair costs may be appropriate

## **Mobile Phones (See it! Hear It! Lose It!)**

The school acknowledges that there are benefits of pupils having access to mobile phones during school hours, but they also present a significant distraction to learning. As a result, pupils are not to use mobile phones during the school day unless they gain consent from a teacher. Mobile devices are to be switched off and in a school bag whilst on school site

Pupils will be issued with one reminder to place their mobile phones in their bag or to be placed on the teacher's desk/appropriate location if the pupil prefers. If a second reminder is

issued, visible or audible mobiles will be confiscated, taken to the main office and then kept until the end of the school day. Where a phone has been confiscated more than three times, parents will be required to collect the phone from school.

The following exceptions will be made:

- Mobile phones can be used where the teacher has directed that they are used for a teaching and learning activity.
- Pupils who use a mobile device to monitor health conditions such as diabetes can do so.

Members of the sixth form should adhere to the guidance. However, they may use mobile phones in the designated sixth form common room. We consider our 6<sup>th</sup> form to be role models and pupils should look up to them for guidance.

## **Exclusion**

Exclusions take place in line with 'Exclusion from schools and pupil referral units, 2019'. A decision to exclude a learner should be taken only:

- in response to serious breaches of the school's Behaviour for Learning Policy and.
- if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

Only the headteacher can exclude a pupil. If they are absent from school, then the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the Headteacher's absence.

A 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, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and should normally be used as a last resort.

There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate permanently to exclude a learner for a first or one- off offence. The school will ensure it follows the Welsh Government Guidance on exclusions 2024.

## **Support and reintegration**

Parents should attend a reintegration meeting following exclusion. The member of staff leading the reintegration meeting will outline the reason for the exclusion. Behaviour expectations and next steps will be agreed at the meeting and a review date set. At this meeting, a pastoral support plan (PSP) will be developed or reviewed in light of what has happened.

## **Pastoral Support Plans**

A pastoral support plan is used to support dysregulated learners and as part of the reintegration process where appropriate.

All Pastoral Support Plans must be authorised by the assistant headteacher responsible for behaviour and engagement. A PSP can also be authorised by the assistant headteacher safeguarding and attendance for extraordinary circumstances such as reintegration following a long period at home.

Part-time timetables should only be used in exceptional circumstances as a short-term measure, with the intention of returning to full time attendance at school sooner, if feasible. These need to be agreed by the headteacher and monitored every three weeks by the assistant headteacher for behaviour and engagement.

School will consider the following before implementing a reduced timetable:

- be satisfied that a part-time timetable is an appropriate intervention given the needs of the pupil.
- be satisfied that suitable arrangements would be in place to ensure the safeguarding and welfare of the learner during the period when they would otherwise have been expected to be in school.
- evaluate the support already implemented and consider the need for any additional interventions.
- have a clear rationale for the proposed education arrangements, such as part-time attendance at school supplemented by work provided by the school or EOTAS provision to ensure the learner receives a full education.
- consult with the learner, and their parents to gain agreement to pursue a reduced timetable.
- ensure a reduced timetable would not impact on travelling and transport arrangements.
- ensure that arrangements for a reduced timetable would not adversely affect a pupil's access to free school meals
- Consider what support the learner may need to ensure they are able to fully reintegrate into full-time mainstream education.

PSPs may include after school support sessions.

### **Incidents involving protected characteristics**

The Equality Act 2010 says you must not be discriminated against because of:

- Disability
- Race
- Sex
- Age
- Gender reassignment
- Marriage or civil partnership

- Sexual orientation
- Pregnancy and maternity.

In the Equality Act, race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. Any type of discrimination impacts on the individual, as well as on their families and others perceived to be from that group. At Ysgol Friars we promote acceptance and respect and seek to educate learners on the impact of racism and bullying. We support initiatives in our community that promote equity and equality and provide the children with lessons, experiences and information to support this. We consider any form of incident involving protected characteristics as a serious breach of our rules and take swift action as part of the triage process.

### **Peer on Peer Abuse**

Peer-on-peer sexual harassment is taken very seriously at Ysgol Friars. The whole school approach to RSE ensures that a preventative and proactive approach is adopted to tackle the issue. This includes providing learners with assurance that school/education provision staff will take every incidence of peer-on-peer sexual harassment seriously and work in partnership with the learners, parents/carers, and external agencies where appropriate to deal with any incidents.

### **Recording Behaviours**

All staff are to record incidents that contravene the Behaviour for Learning Policy in class charts. Staff are to only use professional language and to only specify the name of the individual pupil in question. If more than one pupil is involved in an incident it is advisable to add each pupil separately. In providing context regarding an incident, it may be that pupil initials are used.

Where appropriate, there may be a requirement to record the incident within My Concern where there is a potential risk to safeguarding.

### **Preventative approach towards behaviour - Working with families**

At Ysgol Friars, we believe that learners will only achieve the best possible outcomes when the school and family work closely together; parental support is essential to the school ethos. We will support parents to:

- Ensure their child attends school regularly, so work and behaviour patterns can be established and maintained.
- Encourage independence and self – regulation.
- Highlight any concerns with the school and communicate significant changes in family circumstances, health/medical conditions, behaviour at home or any other factors which may impact on behaviour and wellbeing.
- Engage in their child's learning and school experiences.

- Foster good relationships with the school and support the implementation of this policy.
- Be aware of the school rules and reinforce expectations.
- Work in partnership to agree strategies ensuring consistency between home and school, and,
- Attend Annual Reviews/meetings so that meaningful discussions take place.

Parents/carers will always be informed if their child's behaviour is causing concern. Where appropriate, the school may signpost parents/carers to appropriate external support

## Supporting staff

All staff have the right to be safe and be treated with dignity and respect. Some learners may test and challenge relationships, therefore adults responsible for them require the ability to regulate themselves and sensitively, firmly and confidently manage the adult/learner relationship.

In the case of higher-level incidents, when learners are in distress, behaviours can manifest that are threatening or aggressive, the impact of this will be acknowledged by Senior leaders who will provide to staff.

- Ensure the immediate physical and emotional wellbeing of all involved.
- Enable time to reflect
- Debrief of the incident that took place at an appropriate time to allow for reflection, identify next steps in order to avoid a repeat.
- Explain the next steps for the child and adult so that the member of staff is fully briefed.
- Where appropriate, SLT, HoF or HoY to carry out a reflection meeting with child and adult as soon as possible and before any possibility of a repeat incident.
- Ensure staff are aware of the support systems available and that they can request further debrief should it be required.

At Ysgol Friars, if there is a potential for violence towards staff members, the Senior Leadership Team will take necessary actions to eliminate the risk. If eliminating the risk is not possible, they will make appropriate changes or implement protective and supportive measures to lower the risk. These actions should be determined through a thorough risk assessment. The risk assessment needs to be regularly reviewed and updated as needed. The effectiveness of the preventive measures will be consistently monitored by the school leaders.

Any high-level incidents should be documented by the staff using Class Charts.

## Appendix one- Ysgol Friars

### Definition of Support Provision

#### **Yr Encil (previously known as Re-set room)**

Admissions to Encil is managed by the assistant headteacher for behaviour and engagement and the senior leadership team. As this is an alternative to exclusion, parents and carers must be aware of admissions to the provision and in most cases, it will be a planned placement following an incident at school.

In most cases, the ENCIL co-ordinator, will be responsible for facilitating reflection meetings between the pupils and staff to focus on repair before a return to class.

Encil is	Encil isn't
<ul style="list-style-type: none"><li>• An alternative to fixed term exclusion</li><li>• A provision that is planned and where the pupil is able to continue with their work with supervision and support</li><li>• Parents and carers will be informed. When a placement during the day is required, parents and carers will be informed at the end of the day</li></ul>	<ul style="list-style-type: none"><li>• A choice support area for pupils</li><li>• An area where teachers or heads of faculty can place pupils</li></ul>

#### **Hafan (Previously known as Y Bont)**

Yr Hafan is designed to support pupils social and emotional difficulties. Hafan will be open before school, during break and lunch and after school for pupils to drop in for support. Hafan will be our central area for pupils who require support with

- School uniform
- Equipment to learn
- Support for social and emotional needs
- Access to an emotionally available adult

Hafan will also be available to support pupils' emotional wellbeing by planned interventions in areas such as friends, talk about and social skills. In addition, interventions may be required if pupils are heightened or following reflection. Pupils requiring planned interventions will be reg flagged by our Hafan staff.

## **Hwb Dysgu / Learning Hwb**

All support for pupils with additional learning needs will be based in our learning hub – Hwb Dysgu. This means that pupils will access their literacy and learning interventions and assessments from the learning hwb. In addition, multi-agency support agencies will be based in our learning hwb including our attendance and education welfare services.

Our Hwb Dysgu is managed by the Additional Learning Needs team. Our Hwb Dysgu provision is available during breaks and lunch for individuals who wish to finish their homework or would like a safe area to work in. Our Hwb Dysgu is also a base for pupils who may be experiencing conflict in their lessons as a short-term measure, who may find particular lessons difficult. It is seen as a means to ensure that pupils are able to continue with their learning.

## **Dosbarth Hwb (H)**

Ysgol Friars Dosbarth Hwb is part of our integrated provision to support pupils who are finding attendance at mainstream lessons difficult. Hwb classes are

Year 8 & 9

Year 10 & 11

Year 7 will be given the opportunity to settle into school and for our support provision to support pupils transition to Ysgol Friars.

The Hwb classes are designed to be small classes of no more than 8 pupils. Our Hwb classes are a safe base for pupils, and the aim is that pupils can attend as many specialist lessons as they can manage. However, it provides the opportunity for pupils to build positive relationships with individual staff and to re-settle. There is no designated time for Hwb as it is not deemed as a consequence for pupils. It is an opportunity to settle and re-engage with the learning offer at Ysgol Friars.

At Year 10 and 11, the hwb class is designed to enable class teachers to be able to attend lessons in the hwb class for pupils. These pupils will also be most likely accessing a range of vocational learning opportunities including work experience, MCPT and / or Gwynedd LA vocational offer.

## **Pastoral Team**

The Pastoral Team consists of Head s of Year, Progress Leaders and members of the SLT.



# Disgwyliadau Disgyblion - Ethig Ymddygiad

## *Pupil Expectations – Behaviour Ethic*

1

### Be Ready

- **Arriving on time:** Students should arrive at school and to classes promptly, ready to engage with the day's learning.
- **Queue in an orderly manner** in preparation to be met and greeted by staff member
- **Being engaged:** Actively listen, participate in discussions, and follow instructions during lessons.

2

### Be Respectful

- **Treating others with kindness:** Students should be considerate to peers, teachers, and staff, avoiding disruptive or hurtful behaviour.
- **Respecting differences:** Celebrate diversity and embrace different viewpoints, cultures, and backgrounds.
- **Listening to others:** Be attentive and show respect when others are speaking.
- **Respecting the environment:** Take care of school property and spaces, keeping classrooms, hallways, and toilets clean and organised.
- **Follow school rules:** Respect the school's rules and expectations, as they are in place to create a safe and supportive environment.

3

### Be Resilient

- **Overcoming challenges:** Stay positive and keep trying when faced with difficult tasks or setbacks. Don't give up easily.
- **Managing stress:** Learn strategies to cope with school pressures and challenges.
- **Seeking help when needed:** Don't be afraid to ask peers or members of staff for support when facing personal or academic challenges.
- **Learning from mistakes:** View mistakes as opportunities to grow and improve. Reflect on them to become better and more skilled.
- **Staying motivated:** Stay focused on long-term goals even when faced with immediate setbacks or difficulties.

4

### Be Responsible

- **Taking ownership of actions:** Accept responsibility for your actions and their consequences, both positive and negative.
- **Being accountable:** Complete homework, and coursework on time, and communicate with teachers/staff if there are any issues.
- **Looking after personal belongings:** Keep personal items organised and secure, and respect others' belongings.
- **Contributing positively to the school community:** Participate in school activities, be proactive in improving the school environment, and help others when needed.
- **Exhibiting integrity:** Be honest, ethical, and trustworthy in all school-related activities

## Behaviour Inside the Classroom

### Cam 1 (this list is not exhaustive)

Possible reasons for Cam Un Behaviour approaches	Suggested Strategies	Response available to class teacher
<ul style="list-style-type: none"> <li>Persistent lack of engagement/ effort</li> <li>Distracting others</li> <li>Disruption</li> <li>Defiance of rules</li> <li>Answering back/ rude</li> <li>Lateness</li> <li>Inappropriate comments</li> <li>Chewing/ eating in class</li> <li>Talking over the teacher</li> <li>Not following safety instructions during practical activities</li> <li>Use of mobile phones</li> <li>Lack of equipment/ homework</li> </ul>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>Meeting pupils at the door to start the lesson</li> <li>Developing positive relationships</li> <li>Set classroom expectations</li> <li>Reminders of the 4Rs</li> <li><b>Remind, Warning 1, Warning 2</b></li> <li>Re-visit classroom expectations often especially at the start of the year</li> <li>On task as soon as possible in class</li> <li>Low key quiet voice</li> <li>Range of activities</li> <li>3-2-1</li> <li>Give pupils processing time to understand what is expected of them</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>'See it, hear it, loose it'</li> <li>Re-focus</li> <li>Diffusing situation</li> <li>Use of humour</li> </ul>	<ul style="list-style-type: none"> <li>Quiet reminders with time to process and re-address behaviour</li> <li>Removal of phone to teacher's desk / or similar appropriate location until the end of the lesson</li> <li>Move seat/ review seating plan</li> <li>Quiet time outside class with a reflection discussion with teacher to re-engage in their learning</li> <li>Negative behaviour points logged on Class Charts</li> <li>Use of break time detentions</li> <li>Alert tutor via class charts to enable a conversation to happen to support re-engagement</li> </ul>

If a pupil is moved from class to another class, it is important that this is logged on class charts to alert pastoral and family. The faculty will monitor who and frequency of removals to aid planning forward

**Any pupil who doesn't respond to Remind, Warning 1, Warning 2 will be on Cam 2**

**Cam 2 - Faculty response**

**This list is not exhaustive**

<b>Possible reasons for Cam Dau Behaviour approaches</b>	<b>Suggested Strategies</b>	<b>Response available to class teacher</b>
<ul style="list-style-type: none"><li>• Persistent lack of engagement/ effort</li><li>• Refusal to follow staff reasonable requests</li><li>• Persistent defiance of rules</li><li>• Refusal to hand over phone after reasonable requests from staff member</li><li>• Persistently preventing other pupils from learning</li></ul>	<p><b>General</b></p> <p>Reminders of class expectations Reminders of the 4Rs whole class and individually Reminders including time to process and 'keep face' Gain support from another member of the faculty team</p>	<ul style="list-style-type: none"><li>• Utilise faculty response system:</li><li>• 'Park in another class' with support from department/ faculty. This may be seen as a sanction in itself or it may be followed by a break detention</li><li>• Faculty negative points</li><li>• Consider use of lunch time detention as a faculty</li><li>• Phone call home by Head of faculty/ department</li></ul>
If a pupil is constantly removed and placed in faculty response system/ refuses to attend lunch time detention (after one reminder), it is important that the head of faculty refers the pupil to the Progress Leader via our online system.		

### **Cam 3 Pastoral Response (this list is not exhaustive)**

<b>Possible reasons for Cam Tri Behaviour approaches</b>	<b>Suggested Strategies</b>	<b>Possible response</b>
<ul style="list-style-type: none"><li>• Verbal abuse towards pupil or staff member</li><li>• Swearing at a member of staff</li><li>• Refusing to attend Faculty Response (Cam 2)Racism</li><li>• Protected characteristics including sexual orientation/homophobic comments</li><li>• Damage to school property especially school toilets</li><li>• Refusal to adhere to the school uniform policy</li><li>• Unsafe behaviour during practical lessons/subjects</li></ul>	<p><b>General</b></p> <p>Reminders of expectations</p> <p>Call on colleague for support in the interim</p>	<ul style="list-style-type: none"><li>• Negative Class charts behaviour points</li><li>• Call out to heads of year/ pastoral team to remove to Encil for one lesson</li><li>• Reflection discussion prior to return to class</li><li>• Referral to Hafan for Social and emotional support</li><li>• Referral to the ALN faculty for initial screening and interventions</li><li>• Pastoral team will contact home</li><li>• If persistent pastoral support plan meeting (PSP)</li><li>• After school detention (pastoral level)</li><li>• Internal exclusion (Encil) for up to 2 days</li></ul>

		<ul style="list-style-type: none"> <li>• Referral to SLT after school detention if failure to comply with above sanctions</li> <li>• Risk Assessments/Individual Behaviour Plan with regards to behaviour in practical lessons to ensure the safety of the individual/peers/staff</li> <li>• Fixed term exclusion</li> </ul>
<p>If a pupil is constantly removed and placed in faculty removal system/ refuses to attend lunch time detention (after one reminder), it is important that the head of faculty refers the pupil to the Progress Leader via our online system. If behaviours are pre or after school, during break or lunchtime this will be managed under the Cam 3 process</p>		

#### **Cam 4 (this list is not exhaustive)- Cam 4 Senior Leadership Team Response**

Possible reasons for Cam Pedwar Behaviour approaches	Suggested Strategies	Response available
<ul style="list-style-type: none"> <li>• Member of staff feeling unsafe/intimidated in class</li> <li>• Pupil refusing to respond to the graduated response including faculty system and pastoral system</li> <li>• Alleged substance misuse or distribution</li> <li>• Persistent damage to school property</li> <li>• Significant damage to school toilets or property</li> <li>• Threat of physical abuse towards pupil or staff</li> </ul>	<p><b>General</b></p> <p>Call on colleague for support</p> <p>Emergency support via Class charts calls out/ email FriarsSLTHelp@</p>	<ul style="list-style-type: none"> <li>• Negative Class charts behaviour points</li> <li>• Immediate removal from lesson and placed in Encil whilst investigation</li> <li>• Call out to senior leadership team</li> <li>• SLT to call home</li> <li>• Referral to HAFAN for social and emotional support</li> <li>• pastoral support plan meeting (PSP)</li> <li>• Internal exclusion (Encil) for up to 4 days</li> <li>• SLT after school detention if failure to comply with above sanctions</li> </ul>

<ul style="list-style-type: none"> <li>• Threat or actual violence</li> <li>• Any threat of use of weapons</li> </ul>		<ul style="list-style-type: none"> <li>• Fixed term exclusion</li> <li>• Referral to Gwynedd Council Pupil Referral Unit</li> <li>• Referral for additional off-site provision</li> <li>• Permanent exclusion</li> </ul>
<p>If a pupil is deemed a risk the senior leadership team have a member on call throughout the day. They will attend and remove the pupil from the situation. The pupil is unlikely to return to lessons as a thorough investigation is undertaken.</p> <p>The class teacher will meet with a member of the senior leadership for a reflection meeting to de-brief, offer support and ensure that their wellbeing is looked after following the event.</p>		

## Behaviour Outside the Classroom

### Cam 1

Possible reasons	Suggested Strategies	Response
<ul style="list-style-type: none"> <li>• Refusal to go to lesson</li> <li>• Argument with another pupil</li> <li>• Kicking a ball in the corridor</li> <li>• Silly/immature behaviour on corridor</li> </ul>	<ul style="list-style-type: none"> <li>• Remind, Warning 1, Warning 2</li> <li>• 'Could you please make the right choice and go to your lesson'</li> <li>• 'You're now deciding not to take the right decision; therefore, I'm giving you a warning'</li> <li>• 'Due to me asking twice, I'm now giving you a third warning otherwise you're making the decision to choose to go to the Pastoral team lunchtime detention'</li> </ul>	<ul style="list-style-type: none"> <li>• If the remind or warning 1 has worked, leave the pupil to hurry on and attend lesson</li> <li>• If not, apply cam 2</li> <li>• </li> </ul>

**Cam 2**

Possible reasons	Suggested Strategies	Response
<ul style="list-style-type: none"><li>• If the remind, warning, warning 2 has been followed and still no compliance</li><li>• Swearing</li><li>• Anti-social behaviour</li><li>• Walking away from a member of staff</li><li>• Rude towards a member of staff</li><li>• Truanting Lessons</li></ul>	<ul style="list-style-type: none"><li>• 'Can you help me understand why you just did that?'</li><li>• 'I imagine that you feel quite stressed, why is this?'</li></ul>	<ul style="list-style-type: none"><li>• Referral via Class charts to Pastoral lunchtime detention</li></ul>

## Appendix – Classroom Steps and Sentence Starters

### Remind – Calm, neutral tone and avoid confrontation. Focus on Expectations.

- Just a reminder, in our class we... (listen when others are speaking etc)
- I can see you're finding this tricky, let's remember to....
- I know you can do this – let's refocus and show me your best
- Remember, we show respect by....
- You've got this, let's turn it around by...
- I can see something might be bothering you – is there anything I can do to help?
- I can imagine that....
- Just a reminder, we're aiming for RRRR
- I know you can make a good choice here

### Step 2 – First Warning

State Clearly what behaviour is not meeting expectations. Offer a chance to reset.

- This is your first warning – I need you to make a better choice
- What can we do differently now?
- You've been reminded once – now I need you to show you're listening
- Let's try to fix this before it becomes a bigger issue

- Remember, you're in control of your choices

### Step 3 – Second Warning

Firm, fair and clear

- You're making a choice. If this continues, I'll have to follow our behaviour steps.
- What do you need right now to help you make a better choice?
- You're in control of what happens next, let's reset together
- I'd really like to see you succeed today – this is your moment to choose differently
- You've got one more opportunity to turn things around – I'll support you if you want it.

### Step 4 – Departmental / Faculty Response

Empathy – Avoid shaming language

- 'I'm going to ask you to continue your learning elsewhere. We'll talk about this later when you're calm
- It's important we don't disrupt others' learning. I'm asking you to take some time out
- Let's have some reflection time later. Right now, I need you to go to....
- This isn't punishment, it's a chance to pause, reset and come back.

### Reflection

- What was happening for you in that moment?
- How were you feeling at the time?
- What do you think needs to happen now to put things right?
- What would help you to avoid this situation in future?
- How do you think your actions affected others?
- What can we both do differently next time?
- I care about you and want to move forward

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