



Whole School Achievement and Sanction Policy
Llwyddiant Ysgol Gyfan a Pholisi Sancsiynau

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Article 17

"You have the right to get information that is important to your well-being"





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Whole School Achievement and Sanctions Policy

Introduction

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all students to succeed personally. It is the responsibility of all staff to explicitly teach what good behaviour looks like.

All staff in school have a responsibility to create an environment where positive behaviours are more likely by proactively supporting students to behave appropriately, through high-quality universal provision for all. There will be a very few students who will require targeted and specific additional support to reach the expected standard of behaviour.

This policy supports the creation of a culture that promotes excellent behaviour, and when implemented effectively and consistently, creates a positive behaviour culture in which all students are encouraged to reflect the values of the school.



Rationale

The sanctions used at Pentrehafod School will have a far greater deterrent effect if they are outnumbered by the rewards given, roughly in the ratio of three positives to one negative reinforcement.

It is vital that all students see that there are a wide range of rewards for working and behaving well, and for being positive members of the school community. It should be noted that research has consistently shown that the rewards that students value beyond all others are genuine teacher praise and recognition.

Class charts will be the primary vehicle for recording pupil achievements and displays of negative attitudes to learning. The entering of this data on class charts does not in itself resolve the issue but it does communicate issues and ensure that there is a graduated approach to modifying challenging behaviour.

In dealing with poor attitudes to learning, the class/form teacher will only refer on if they feel that they can take no further steps to improve the situation and have used both positive and consequential strategies in the process.

Area of Learning & Experience (AoLE) Leaders are to monitor achievement and attitudes to learning (ATL) across their areas.

Learning Leaders (LLs) will monitor achievement and ATL across the curriculum.

The Raising Standards Leader (RSL) will access internal and external provision in liaison with the ALNCo and Safeguarding & Wellbeing Co-ordinator.

Aims of policy

It is important to remember that the many of our students go through school life avoiding any sanctions. Students respond to positive acknowledgement and this achievement system:

- Is inclusive, credible and motivational
- Recognises and rewards genuine effort and attainment
- Promotes positive behaviour across all aspects of the school.

It is essential that every member of staff records both behavioural issues and achievements for **ALL** students. There can be **no** positive impact with students if achievements are not recorded as readily as behavioural issues.



Achievements will be recorded on class charts. This must be done daily by ALL staff if it is to be inclusive and fair.

Pentrehafod School is a Rights Respecting School and this policy is designed so that we adhere to and uphold the core principles of the charter, with particular focus on:

Article 3 (Best interests of the child)

Article 19 (Protection from all forms of violence)

Article 28: (Right to education)

Article 29 (Goals of education)

‘RECOGNITION CHANGES ATTITUDES’

For any policy to make an impact there needs to be clear and shared expectations of all involved. What follows below are these expectations. These shared expectations will support all students as they will benefit from a consistent approach. The Headship team have a clear role in supporting all Middle Leaders where the referral system is used fairly and systematically.



Expectations of all teachers and staff

Class/Form teacher expectations:

- Ensure that you arrive to lessons before the students;
- Ensure that all of the learning routines are followed (1. Strong start, 2. Create an effective teaching and learning environment, 3. High quality teaching and learning, 4. Celebrate success, 5. Safe end and send).
- **1. Strong Start**
 - Stand at the door and monitor the area near your classroom; invite students in when safe to do so.
 - Greet the class at the door; no students to enter until invited in by the teacher.
 - Pupils enter calmly and follow the seating plan that maximises learning and minimises disruption;
 - Insist that all coats are off and bags are on the chair;
 - Books, planners and equipment should be placed on the desk at the start of the lesson;
 - Start the Do It Now task
 - Complete the DIN tasks in silence. Registers are to be taken during this time;
 - Complete tasks independently;
 - Students to raise their hand if they have completed the tasks before the allocated time is up;
 - Students get ready to listen to the teachers next instructions;
- **2. Create an effective teaching and learning environment**
 - STAR – S – Sit up straight, T – track and listen to the teacher, A – ask and answer questions, R – respect
 - SHAPE – S – Sentences in full, H – Hand away from your mouth, A - Articulate, P - Project, E – Eye contact.
 - STEPS – S - Sir/Miss/Mrs/Name, T – thank you, E – excuse me, P – please, S - smile
 - Signal to the students that you want them to listen via 3,2,1. And STAR behaviour
 - Always encourage students to SHAPE their answers
 - Always promote STEPS behaviours inside and outside of the classroom
- **3. High Quality teaching and learning**
 - All teachers should plan lessons with the Principles of effective teaching and learning (PETAL) in mind.
 - Have high expectations of students and their work;
 - Mark and assess students' work in line with the school's teaching, learning and assessment policy;
 - Set regular and meaningful homework;
- **4. Celebrate success**
 - Be relentlessly positive; reminding students of the school values for success at all relevant opportunities.
 - Use class charts to record all positive behaviour.
 - Emphasis to be placed on the use of STAR, STEPS and SHAPE behaviours.
 - All teachers to award one achievement for completion of set tasks as a minimum where applicable;
- **5. Safe End and Send**
 - Students should calmly clear their work space including books and resources.
 - Quietly stand behind their desks.
 - Nobody is to walk around the room or towards the door until you are dismissed.
 - Put your blazer on and put your outer coat in/over your bag.
 - Teacher dismisses table/section at a time.
 - Students to walk on the left hand side in single file with their heads up.
- **OTHER EXPECTATIONS**
 - Check-ins must take place during registration and at the start of lesson 3 and lesson 5;
 - Year 7, 8 and 9 students engage in 'Breeding a reading habit' programme during registration.
 - Year 10 and 11 students must engage in the skills, revision and careers programme in registration.
 - Any behavioural incident can be recorded with outcome commentary added before the end of the day;
 - Record lack of equipment and uniform on class charts during lesson 1.
 - Verbal praise should be used far more often than warnings in the classroom. Opportunities for praise should actively be sought by all staff, both teaching and non-teaching.



- All staff have an important role in developing a calm and safe environment for students by establishing clear boundaries of acceptable student behaviour.
- All staff must uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that students can see examples of good habits and are confident to ask for help when needed.
- All staff must challenge students to meet the school expectations as outlined in the 'Values for Success' and maintain the boundaries of acceptable conduct.
- All staff must communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students.
- Staff must consider the impact of their own behaviour on the school culture and how that can uphold the school rules and expectations.
- All staff should adhere to the shared values in the staff culture code.



AoLE Leader expectations:	Learning leader/RSL expectations:
<ul style="list-style-type: none">• Highly visible, routinely engaging with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.• Ensure that all staff in the school/area understand the behavioural expectations and the importance of maintaining them.• Ensure all new staff are inducted clearly into the school's behaviour culture to ensure they understand the rules, routines and how best to support students.• Stand in the corridor during lesson transitions in order to offer a presence in the area. Positively and verbally reinforce the corridor expectations i.e. walk on the left and follow the arrows.• Monitor class charts behaviour log on a daily basis and identify patterns of achievement and behaviour via 'behaviour by subject report'• Support individual staff that experience difficulties with particular groups through a range of strategies; peer observation, contact home, changing of class, joint planning, use of IEPs, discussion with LL• Ensure that all members of the department employ positive behaviour management strategies• Monitor classes in area when not teaching or when staff are absent.• Ensure that individual teachers receive feedback regarding any incident that has occurred• Take a lead role in communicating and celebrating student success e.g. phone call,	<ul style="list-style-type: none">• Ensure that form tutors are consistent in implementing common routines during registration.• Identify potential 'hot-spots' across the year group and support staff across the school• Be vigilant around the school in order to regularly monitor student attitudes to learning. Use at least two non-contacts per fortnight for this• Monitor class charts entries on a daily basis to ensure you strategically address identified areas• Ensure that staff receive feedback, in person if possible, about incidents and outcomes• Liaise with parents at the earliest opportunity to discuss progress of children (positive & causes for concern)• Ensure all form tutors employ positive behaviour management strategies• Ensure that individual teachers receive feedback regarding any incident that has occurred• Take a lead role in communicating and celebrating student success e.g. phone call, website



<p>website</p> <ul style="list-style-type: none">• Ensure that appropriate cover work is left by any member of the department as per the staff hand book.	
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The role of students

- All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.
- Every student must be regularly made aware of the school behaviour standards, expectations, pastoral support and consequence processes.
- All students have a responsibility to follow the school values for success and uphold these in all that they do, and contribute positively to the school culture.
- All students will have regular opportunities to provide feedback on their experience of behaviour on the school's behaviour culture.
- This will support the evaluation, improvement and implementation of the achievement and sanction policy.
- All students will be supported to achieve the highest standards possible, including an induction process that familiarises them with the school behaviour culture.
- This will be repeated throughout the year.

The role of parents/carers

- Parents/carers are crucial in helping us to develop and maintain good behaviour.
- To support us in our work, parents/carers need to understand the school's policies that support us in maintaining good order e.g. mobile phone policy, anti-bullying policy.
- To support us in our work, parents/carers should reinforce the policy at home, as appropriate.
- To support us in our work, parents/carers should raise any concerns directly with the school.
- To support us in our work, parents/carers should reinforce the message that the whole school approach is designed to work for the most, not the few.
- To support us in our work, parents/carers should keep themselves updated about their child's behaviour, by using the class charts app so that they can celebrate the successes of their child.



Responding To Behaviour

Maintaining a positive culture requires constant work. All members of staff need to positively reinforce the behaviour which reflects the values for success. Using positive recognition and rewards provides an opportunity for everyone to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations and norms of the values for success. Throughout the day, the members of staff should maximise all opportunities to positively reinforce the values for success.

STUDENT VALUES FOR SUCCESS

READY. 'Be The Best That You Can Be'

Present. Punctual. Equipped. Full uniform. No Phones. No ear pods.

RESPECTFUL.

Polite to all. Respect shown to all. Be kind. Be empathetic.

RESILIENT.

Work hard. Try your best. Never give up. Mistakes are part of learning.

SAFE.

First time, every time. Seating plan. Queue safely. Personally responsible. Digitally responsible.

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Responding to Good Behaviour

The most efficient and effective methods available to all staff include:

- The use of verbal praise
- Record positive achievement in a ratio of 5:1 (positive:negative)
- Displaying their work under the visualiser
- Communicating praise to parents/carers via an email or phone call
- Nominate for a weekly certificate

All good behaviour must be linked to the student values for success. This ensures all students are able to visualise what these look like in practice. It is also an effective method for addressing negative behaviours. For example, instead of saying "Jon, turn around and stop talking", "Fantastic, thank you Mo, Hannah, you are ready for learning by being respectful and not talking".



Recognise student success

Demonstrating Values For Success	Reward	Frequency	By Whom
Ready - attendance 100%	1 achievement point	Weekly	Form Tutor
Ready - Fully equipped and ready to learn	1 achievement point	Weekly	Form Tutor
Respectful - Praise from another teacher	1 achievement point	Weekly	Form Tutor
Resilient – engaged and completed set tasks	1 achievement point	Daily	Member of staff
Ready - engaged in extracurricular activity	1 achievement point	Daily	Member of staff
Ready – completed all set homework	1 achievement points	Daily	Member of staff
Resilient - active participation in learning	1 achievement point	Daily	Member of staff
Resilient – working hard and never giving up	1 achievement point	Daily	Member of staff
Respectful – being helpful and supportive	1 achievement point	Daily	Member of staff
Respectful - Volunteering	1 achievement point	Daily	Member of staff
Safe – Showing good health and safety	1 achievement point	Daily	Member of staff
Respect – respect shown to peers and staff	1 achievement point	Daily	Member of staff
Ready – Use of incidental Welsh and Tocyn Iath	1 achievement point	Daily	Member of staff
Respect – Showing Empathy	1 achievement point	Daily	Member of staff
Respect – Showing excellent STAR behaviour	1 achievement point	Daily	Member of staff
Resilience – Showing excellent SHAPE answers	1 achievement point	Daily	Member of staff
Respect – excellent use of the STEPS policy	1 achievement point	Daily	Member of staff
Termly			
Two department nominations for the best effort made in a subject area per year group	Certificate home	Termly	LLs/RSL



Students who accumulate the most achievement points on a weekly basis will be in contention to receive the Headteacher's weekly certificate and this achievement will be communicated with home and celebrated with the students. Highest achievers in each year group will also be displayed on the school monitors to recognise their excellent achievement. Students who accumulate the highest achievement points within their year group over each half term will have a positive recognition letter sent home and will be rewarded with early lunch, golden time or leisure time at the end of the half term.

Responding to misbehaviour

When a member of staff is aware of misbehaviour, they should respond predictably, promptly, and assertively. The first priority should be to ensure the safety of students and staff to restore a calm environment. All staff across the school are expected to respond in a consistent, fair and, and proportionate manner so that students know with certainty that misbehaviour will always be addressed.

The blueprint provides an outline of the shared language that staff must use in order to carry this out effectively. All members of staff must link any misbehaviour to the schools values for success, so that this reinforces the school ethos and expectations.

STUDENT VALUES FOR SUCCESS

READY. 'Be The Best That You Can Be'

Present. Punctual. Equipped. Full uniform. No Phones. No ear pods.

RESPECTFUL.

Polite to all. Respect shown to all. Be kind. Be empathetic.

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LEARNING TOGETHER

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When dealing with misbehaviour, all members of staff should take account of any contributing factors. For example, if the student has additional learning needs follow the strategies outlined on the IEP/IDP/OPP or reactive plan; if the student has mental health needs or experiencing significant challenges at home.

The aims of any response should be to maintain the culture of the school, restore a calm and safe environment in which all students can learn, thrive and be the best that they can be.

To support all members of staff in this work, the graduated response must be followed. It is designed to 'de-escalate' a situation and ensure all staff remain objective in dealing with the situation.



Pentrehafod School Graduated Approach to Dealing with Negative Attitudes to Learning

Class charts **must** be used to log all information at every stage (including detail of what the member of staff has done to respond)

Class/form tutor to employ positive behaviour management strategies and follow the agreed system for recording achievements and attitude to learning



Referral to AoLE Leader to employ further strategies



Referral to LL for further intervention



Referral to RSL for further intervention

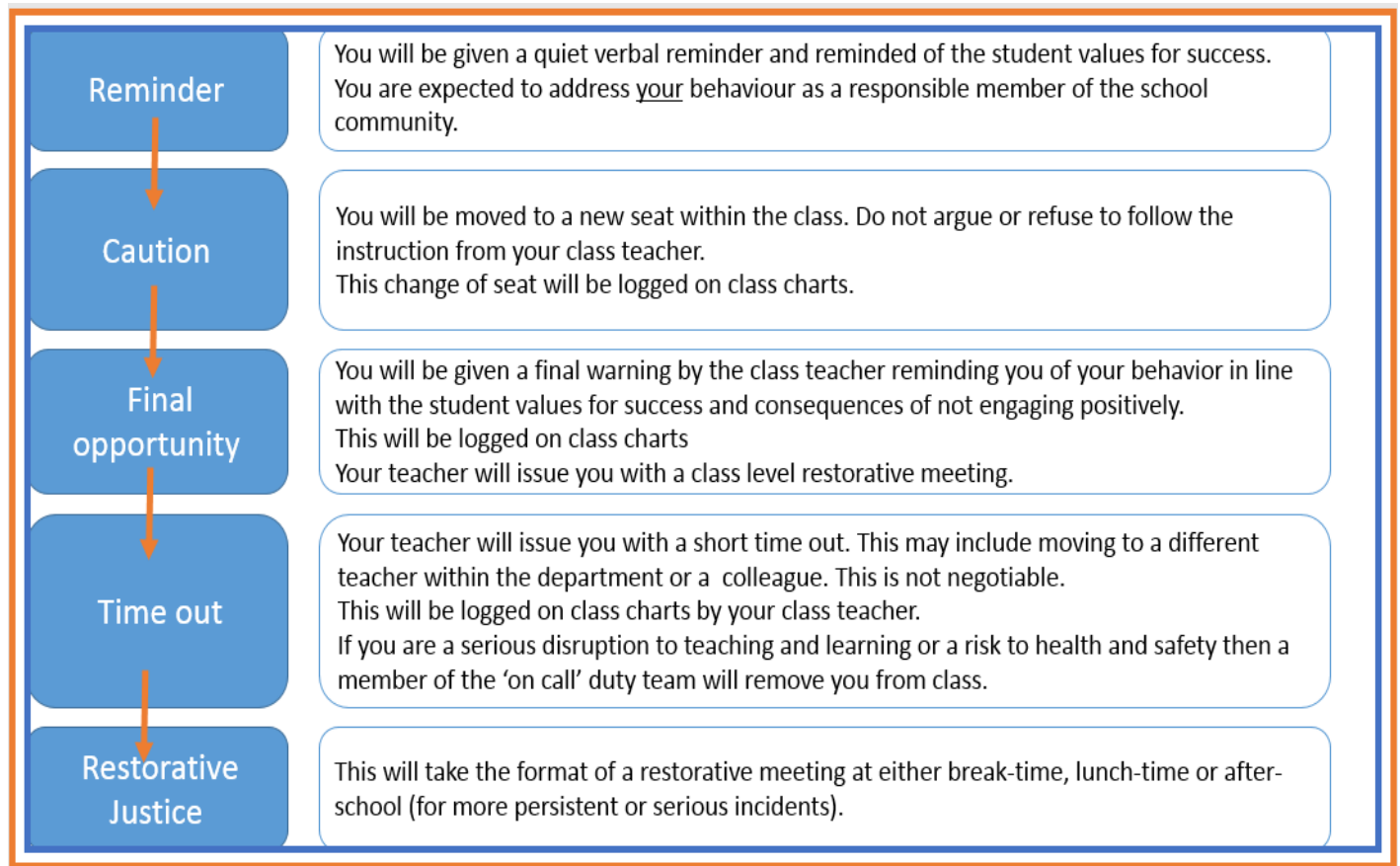


Referral to Headship Team for further intervention



Class teacher graduated response to dealing with negative attitudes to learning.

These strategies are used as a graduated response within the classroom in conjunction with the student values for success.





Attitudes to Learning

It is essential that every member of staff uses class charts to record when students demonstrate the Pentrehafod values for success, both positively and negatively. There can be **no** positive impact with students if achievements are not recorded as readily as behaviour issues.

Whenever a negative Attitude to Learning (ATL) incident is recorded on class charts, it is the responsibility of the class teacher or whoever has recorded the incident to ensure that there is commentary added for every incident. All members of the school community are required to ensure that any comments that are added are factual, they do not mention another students' name and indicate clearly what action was taken by you as an individual and what the outcome was. The recording teacher must add details of the incident in the grounds comment section and the action taken in the outcome comments section.

When dealing with more serious or complex incidents, students should be given the opportunity to write a statement using the school pro forma (see Appendix 9). This is to provide students with a voice and to ensure that a full picture is gleaned so that decisions on next steps, including sanctions, are supported by evidence and viewpoints.

Expectations of the Form Tutor

The form tutor is an integral part in the induction and development process of each student during their time at Pentrehafod School.

The form tutor will be directed by the learning leader in terms of specific activities that should take place, however, the following checklist are non-negotiables that secure consistency across the school;

- Ensure that all learning routines are followed
- Ensure that students have their coats off and have their planners & equipment on the desk
- Check-ins are used sensitively to support student wellbeing
- Prioritise support for vulnerable students
- Record and monitor progress/wellbeing using available data recorded on class charts

Attitude to learning	Sanction	Frequency	By whom
Lack of basic equipment including planner (twice in a week)	1 ATL point	Twice a week only	Form Tutor
Incorrect uniform	1 ATL point	Daily	Form Tutor
Persistent lateness to school (later than 0845)	1 ATL point	Daily	Form Tutor



Punctuality

Good punctuality at school is essential for students to achieve their full educational potential. It is also vital for students to form good habits for later life. Punctuality records form part of references passed onto employers or higher educational institutes.

All students are expected to arrive punctually for school in the morning and to arrive punctually for each lesson. A register is taken at the start of the day and during each lesson. Students arriving late are recorded as thus on the register, along with how many minutes late they are.

The School's Support for Good Punctuality

We place a strong emphasis on good punctuality; we support this by:-

- Giving sanctions to students who arrive late to school or lessons.
- Informing parents, by automated call, if their child arrives late for school.
- Awarding achievement points to students who arrive punctually daily and weekly.
- Senior staff patrolling the local area first thing in the morning to encourage students not to loiter in these areas and make themselves late.
- Sending attendance records home to parents each term so that parents can monitor any lateness.
- Addressing issues of poor time keeping with individual students and their parents.

Parents'/Carers' Support for Good Punctuality

We would ask parents to support us in maintaining good punctuality by:-

- Ensuring that their children get up in plenty of time to be ready and prepared for school.
- Ensuring their child has organised their bag and equipment the night before so that this does not delay departure in the morning.
- Discussing any issues of lateness to ensure this does not become a habit.
- Monitoring their child's attendance record when it is sent home and looking for patterns of lateness.

The school has to abide by the rules and expectations laid down for all schools. Lateness for school (or work) is a failure to arrive on time and will be marked as such. We would encourage students to set off in good time so that any small delay does not cause them to be late. The school cannot make allowances for the individual problem (however genuine it may be). However, it does make allowances when there



are known reported major problems that effect a large number of people; very heavy snowfall would be one such example.

Process

If a student is late for school, then this is recorded via the register. They are informed that if they arrive late once more during the week, then they will receive an after school restorative meeting the following week.

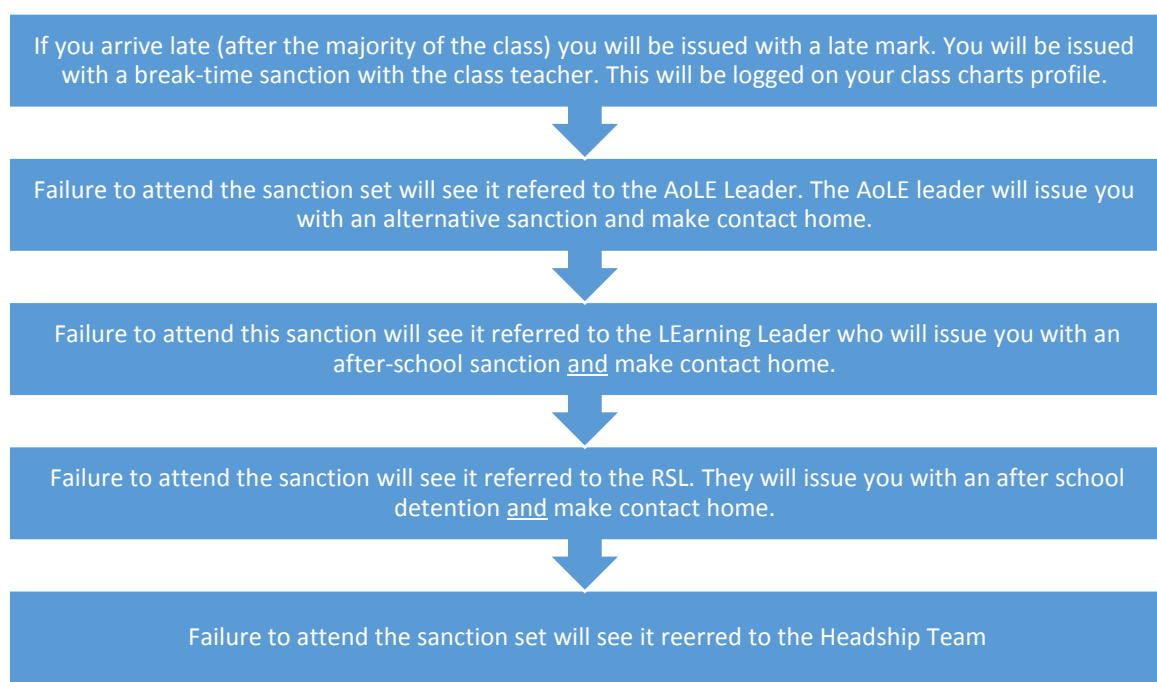
If a student is persistently late for school then an attendance meeting will be initiated with the learning leader and the education welfare officer. In addition to this, the student will receive an immediate lunchtime restorative meeting if they are identified as persistently late. This will be undertaken by a member of the Student Achievement Team. If this continues then this will be escalated to an after-school school restorative meeting. If the student continues to attend school late, this will be referred to the Headship Team for further investigation.

Inter-lesson punctuality

Good lesson to lesson punctuality is a crucial factor in a students' positive engagement in learning. Students' who are frequently late to lesson miss out on learning and invariably cause disruption to the learning of their peers.

The following system will be used at Pentrehafod School in order to track, monitor and address persistent lateness to lesson. All lateness is recorded in class charts and SIMS as a record of student's punctuality.

Expectations of all staff





Code	Attitude to learning	Frequency	By whom	Sanction
ATL 1	<ul style="list-style-type: none"> Not ready – failure to submit homework Not ready – Lack of basic equipment. Not ready - No subject book. Not ready – late to lesson No ready – incorrect uniform Not respectful – rude to peers or staff. Lack of STEPS policy Not respectful – refusing to follow reasonable requests Not respectful – mobile phone use Not safe – inappropriate use of social media 	Daily	Subject teacher Subject Teacher Department Leaders Learning Leaders Duty Staff	Verbal reprimand Note in planner Note on class charts Break-time restorative meeting
ATL 2	<ul style="list-style-type: none"> Not safe – lack of esafety or use of social media. Not respectful – Mobile phone out on school premises. Not respectful – refusing to follow reasonable instructions. Not ready – Incorrect uniform 	Daily	Subject Teacher Department Leaders Learning Leaders Duty Staff	Communication home Note on class charts Lunchtime restorative meeting Class move



Code	Attitude to learning	Frequency	By whom	Sanction
ATL 3	<ul style="list-style-type: none"> Not respectful – Bullying (must add further details) Not safe - Inappropriate behaviour in the school environment. Not respectful - Inappropriate language. Not Safe - Instigating a fight or fighting. Not respectful – Persistent refusal to follow instructions. Not respectful - open defiance (must add further details) Not respectful - major disruption to teaching and learning (including removal by on call staff (must add further details) Not respectful - instigating a fight or fighting (must add further details) Not safe - smoking on school site Not respectful – bullying (must add further details and inform LL/MT) Not ready for learning - not in the correct school uniform 	Daily	Headship Team Learning Leaders Raising Standards Leaders Duty Staff	Communication home/meeting with parents Note on class charts Afterschool restorative meeting Intervention Room (all day or for certain times of the day) Class move Internal
ATL 4	<ul style="list-style-type: none"> Not respectful - open defiance (must add further details) Not respectful – persistent disruption to teaching and learning (including removal by on call staff (must add further details)) Not safe - smoking on school site Not respectful – Severe bullying (must add further details and inform LL/MT) Not respectful - Refusal to hand over a mobile phone Not safe – Removed by 'on call' staff. 		Headship Team Learning Leaders Raising Standards Leaders Duty Staff	Afterschool restorative meeting Intervention Room (all day or for certain times of the day) Class move Internal Exclusion



	<ul style="list-style-type: none"> Not safe – smoking or vaping on school site. <p>IF ANY OF THE INCIDENTS OCCUR BELOW, PLEASE SEND THE CHILD TO/FOR YOUR AREA LEADER, LEARNING LEADER OR RAISING STANDARDS LEADER. IF THIS IS NOT POSSIBLE CALL FOR A MEMBER OF THE HEADSHIP TEAM.</p> <p>Abusive language to staff</p> <p>Open defiance</p> <p>Refusal to hand over mobile phone</p> <p>Major disruption to teaching and learning</p>			
ATL 5	<p>Significant incident such as discrimination, racism, extreme violence, harassment</p> <p>Intentionally setting off the fire alarm</p> <p>Physical or verbal aggression towards any member of staff</p> <p>Incidents of serious/dangerous/illegal behaviour</p> <p>Assault of another pupil</p> <p>Substance abuse</p> <p>Vandalism or theft</p> <p>Significant risk to health and safety</p> <p>Use of social media to create malicious content</p>	Daily	<p>Headship Team</p> <p>Raising Standards Leaders</p>	<p>Communication home/Formal meeting with parents</p> <p>Note on class charts</p> <p>RP</p> <p>Intervention Room</p> <p>Fixed Term Exclusion</p> <p>Permanent Exclusion</p>



Preventing recurrence of misbehaviour

The school will adopt a range of initial interventions to help students to manage their behaviour and to reduce the likelihood of more severe sanctions such as exclusion or permanent exclusion. The school will track and monitor class charts to identify any students who are persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from the previous patterns of behaviour.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. In order to Keep Children Safe in Education, school staff may need to make alternative arrangements for sanctions in a very few cases, where the school believes an alternative arrangement would be more effective for a particular student, based on the knowledge of that student's personal circumstances. Furthermore, where the student has Additional Learning Needs, that has affected their behaviour, staff will need to consider what the law requires, and whether or not the student's ALN has contributed to the misbehaviour, and if so, is it appropriate and lawful to sanction the student. In considering this, the member of staff should discuss this with the ALNCo/Senior Leader who will consider the Equality Act to ascertain whether the student was unable to act differently at this time as a result of their ALN. In addition to this, staff should consider whether any reasonable adjustments need to be made to the sanction in response to any disability that student may have.

Supporting students following a sanction

Following the issuing of a sanction, the member of staff needs to help the students to understand how to improve their behaviour and meet the behaviour expectations of the school. These may include:

- a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include apologising to the relevant person, if appropriate.
- A phone call with parents/carers
- Inquiries into the student's conduct with staff involved in teaching, support or supervising the student in school
- Inquiries into circumstances outside of school, including home, conducted by the LL, PAWB or DSP
- Considering whether the support for behaviour management being provided remains appropriate
- Designated staff supporting through targeted interventions to support the wellbeing and mental health of the student.



Monitoring student behaviour through the use of 'reports'

Whenever a pupil is 'on report', their parent/carer must be informed and the report information should be communicated to the parent/carer via the member of staff responsible for this report.

Class Teacher-Specific Reports: Where a pupil is failing to respond to achievement and attitude to learning expectations in one subject area, this will be issued by the class teacher. The report should be filled in by the student's teacher and monitored by the class teacher Leader. This phase should last no more than 2 weeks and, if no progress has been made the issue should be referred to the AoLE Leader for further action.

AoLE-Specific Reports:

Where a pupil is failing to respond to achievement and attitude to learning expectations in one subject area, this will be issued by the class teacher. The report should be filled in by the student's teacher and monitored by the class AoLE Leader. This phase should last no more than 2 weeks and, if no progress has been made the issue should be referred to the Learning Leader for further action.

Full Report: These are only to be issued by the Learning Leader where there are concerns with general behaviour or progress across the curriculum. The pupil should be 'on report' for a maximum of three weeks. If the student's behaviour has improved, they should be taken off report and this decision communicated home as positive feedback. If the pupil has failed to respond, then the Raising Standards Leaders will set-up a formal 'Cause for Concern' meeting with the parent/carer for a further intervention and support to be identified.

Where possible, the report should concentrate on the key issues that are preventing learning and offer the student solutions; positive and negative reinforcement should be clear at the start.

Round Robins

When a Learning Leader or a Raising Standards Leader is concerned about a student, a 'round robin' can be initiated to monitor their work/attitude to learning/homework. (The round robin is a report format that allows all teaching staff to write a brief report on the pupil.)

Meetings to discuss students causing concern

When a student is causing concern in more than one pastoral/academic area, a meeting may be called to discuss and agree joint strategies e.g. internal exclusion, pastoral, class teachers. In the vast majority of cases, the student will have been on report and have had opportunities to improve their choices. Parents may be present at such meetings and referring staff will be invited to discuss specific concerns related to the department. In extreme cases, where support from school has been exhausted without



positive impact, it may be pertinent to get a Pastoral Support Plan (PSP) completed. This will ensure that all avenues of help available are utilised. A PSP is only a short term solution and there must be tight time frames and monitoring built into this strategy. The Headteacher/ Deputy Headteacher/Assistant Headteacher (Student Achievement) must authorise all PSPs.



Detentions

Detention forms an integral part of the school's achievement and sanction policy. Under Section 550B of the Education Act 1996 (added by Section 5 of the 1997 Act) schools have legal backing to detain pupils after a school session on disciplinary grounds. Schools do not, in fact, need the permission of parents to do this, although parents must be given 24 hours' notice of the school's intent to do so. This will be done in the form of a phone call or text message home.

'All schools have the legal authority to detain pupils on disciplinary grounds, after the end of the school session, without the consent of the parent/guardian.'

(National Assembly Circular 2004)

School staff should not issue an after school sanction, where there is any reasonable concern that doing so would compromise a student's safety. When ensuring that a detention outside of school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at increased risk;
- Whether the student has known caring responsibilities;
- Whether the detention timing conflicts with a medical appointment;
- Whether suitable travel arrangements can be made by the parent/carer for the student.

The school will focus on adopting a series of graduated restorative meetings and not refer to them as detentions:

Restorative Meetings

Class teacher break-time restorative meeting – 10 minutes: depending on the timing of the lesson, this restorative meeting may be held at lunchtime. It should be 10 minutes whenever it is held, with the emphasis on it being as immediate as possible.

Following the restorative meeting session, and prior to the next lesson, the member of staff must have a restorative conversation with the pupil to make expectations clear to the pupil; this empowers the member of staff and should avoid a similar situation developing again.

Lunchtime restorative meeting – 20 minutes: lunchtime restorative meetings should be held at the start of the lunchtime, but run for no longer than 20 minutes, thus enabling the pupil to still have school lunch. This should be a follow on from the 10 minute restorative meeting, or for a misdemeanour deemed more serious than to warrant a 10 minute restorative meeting; this empowers the member of staff and should avoid a similar situation developing again.



After school restorative meeting – 30 minutes: This sanction is to be used at the discretion of AoLE Leader and Learning Leader/Raising Standards Leader or Headship Team. In the majority of cases, it should be used in addition to departmental sanctions when there is clear evidence of prior intervention strategies, including break and lunch time restorative meetings. The member of staff who is setting the after school restorative meeting must attend the after school restorative meeting. The expectation is that the pupils will work consistently for the duration of the session, following the restorative process to make expectations clear to the pupil; this empowers the member of staff and should avoid a similar situation developing again.

The school will give at least 24 hours' notice to parent/guardian before and after school restorative meeting takes place. This will be via a phone call or text message home by the issuing member of staff, added to the class charts profile. The notice will inform the parents that their child has been given a restorative meeting, the reason for the restorative meeting and when the child will have to remain at school; parents may also be contacted requesting permission to detain pupils on the same day.

Subject Parking

Once a class teacher has exhausted all available strategies in the lesson, it may be necessary to place a student in another teachers classroom. This does not require the on-call staff to be notified. The student can be 'parked' in a neighbouring classroom, with another teacher who may or may not be from the same AoLE. This must be logged by the classroom teacher via class charts.

On Call

Members of the senior leadership and middle leadership team patrol the corridors throughout the day, visiting classrooms to monitor the climate and to observe standards. Removal from the classroom, by the on-call duty staff should be considered a serious sanction. It should only used when necessary and once other behavioural strategies in the classroom have been attempted, unless behaviour is so extreme as to warrant immediate removal. Removal should be used for the following reasons:

- a) To maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- b) To enable disruptive students to be taken to a place where education can be continued in a managed environment, and
- c) To allow the student to regain calm in a safe space.

If a teacher requires the 'on call' duty member of staff then this is requested via class charts. On call will arrive at the lesson/area and assist in resolving any conflict. The on-call member of staff will make an informed decision on what needs to happen in order to make the situation better:



- Restorative discussion with student/teacher and remain in lesson.
- On call removes the student and places with AoLE lead
- On call houses the student or places with a senior member of staff.

Following any request of 'on call' then it is the requesting member of staff's responsibility to record on class charts the incident and outcome. Any student who is removed by a member of the on-call team, a member of the pastoral team (pastoral/LL/SLT) will contact parents/carers and a 30 minute-day after school detention will be set for the same day.

However, when there is a serious incident e.g. incidents of violence, or risk to life, then the class teacher will be allowed to contact On-Call/Reception in the event of an emergency to request the assistance from the on-call staff.

Internal Exclusion

An internal exclusion is issued for more serious incidents. The pupil is removed from lessons and will be supervised by a senior teacher or in the RAISE room. If students fail to comply with the rules and expectations of the RAISE room then they will either be sent home and the day will be completed the following day or could result in exclusion, depending on the severity of the incident. The student will be issued with a break, lunch and after school detention. It is the class teachers' responsibility to set work for students who are internally externally excluded – this is monitored by the LL. Internal exclusion is only sanctioned by the Raising Standards Leader or member of the Headship Team. The learning leader/RSL will meet with the parent/carers of the student in order to identify any required support. This will be communicated in writing to the parent/carers of the student.

Exclusions

It is important to develop a consistent approach to discipline in general but to exclusions in particular. Loss of school time should provide a real punishment for the offence and a deterrent against future wrong doing. It should therefore be accompanied by a suitable amount of work to be done during the exclusion period – this is co-ordinated by the LL.

External Exclusions

As a principle, all first exclusions should be for one day, second exclusions for two days, etc. The exclusion steps would trigger standard interventions as follows:



Exclusion	Return Procedure	Intervention
1 day exclusion	Interview with LL	Monitor class charts by form tutor RP
2 day exclusion	Interview with LL and RSL	Monitored by report by LL RP
3 day exclusion	Interview with RSL and Headship Team	1 week report monitored by RSL RP/Mentoring/Counselling/BST
4 day exclusion	Interview with Headship Team	1 week report monitored by Headship Team/ RP/Mentoring/ Counselling/PSP/Behaviour Contract
5 day exclusion	Interview with Headteacher/Senior Leader and Final Warning	Daily report to Headship Team Behaviour Contract/PSP/PACE/

The exact length of the exclusion should reflect each pupil's individual circumstances and the seriousness of the misdemeanour that has been committed. A combination of interventions will be compiled to meet the needs of the individual learner. Where appropriate, the school will inform the Police and other agencies, e.g. Youth Offending Team, Social Workers.

As part of the re-engagement plan following exclusions, targets are set which are monitored by the LL and RSL. Part of this work will take the form of support intervention bespoke to the needs of the individual student, e.g. referral to Choices for students considered at risk of misusing substances.

Permanent Exclusions

A decision to permanently exclude a pupil 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 including a final warning by the Governors, Disciplinary Panel. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These include:

- a) serious actual or threatened violence against another pupil or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug;
- d) carrying an offensive weapon.



Behaviour outside school

Schools have the power to sanction students for misbehaviour outside of the school premises to such an extent that is reasonable. Conduct outside the school premises, including online conduct, that a student might be sanctioned for include misbehaviour include the following, but not exhaustive of:

- When taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When in some other way identifiable as a pupil in at the school;
- That could have repercussions for the orderly running of the school;
- That poses a threat to another student; or
- That could adversely affect the reputation of the school.

The decision to sanction a student will be lawful if it is made on the school premises or elsewhere at a time when the student is under the control or charge of a member of staff of the school. Poor behaviour in the above circumstances should be dealt with as if it had taken place in school.

Managed moves

If, as a school, it is felt that a student's behaviour can no longer be managed by the school then a managed move can be arranged. This is done in collaboration with the family, the Local Authority and another school – all parties should be in agreement. The school adheres to agreed processes that apply to all schools across Swansea.

The use of physical intervention

There are circumstances, when it is appropriate for staff in schools to use physical intervention to safeguard students. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain students. 'Reasonable' in these circumstances means using 'no more force than is needed'.

School staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property.

Please refer to the physical intervention policy.



Specific Behaviours

- It is the responsibility of all staff to challenge incidences of **all** inappropriate language and behaviour between students.
- Pentrehafod School does not tolerate any form of discriminatory or sexualised behaviour towards any member of the school community.
- All members of staff are required to respond assertively to such behaviour as this is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.
- All members of staff must ensure that any such language and/or behaviour is not treated as 'banter', an inevitable fact of life or part of growing up. All members of staff must advocate for the highest standards of conduct between all members of the community; demonstrating and modelling manners, courtesy, and dignified/respectful relationships.
- All incidences of discriminatory and inappropriate sexual behaviour must be reported to the learning leader who will then liaise with the relevant members of staff including DSP and RSL, who will ensure that this is followed through in line with other associated policies including anti-bullying and child protection safeguarding.



Monitoring and Evaluating School Behaviour

Pentrehafod School has a strong and effective system for data capture, including all aspects of the behaviour culture. In order for it to be effective, teachers, middle leaders and senior leaders must monitor it and analyse it objectively. This is outlined in the school's monitoring and evaluation cycle and in doing so, assists with reporting on behaviour culture clearly and accurately.

The school collects data from a range of sources, including:

- Behaviour incident data, including the removal from the classroom;
- Attendance, permanent and fixed term exclusion data
- Use of PSPs, PACE and Managed Moves
- Incidents of searching
- Anonymous surveys for staff, students and governors on their perceptions and experience of the school behaviour culture.

Leaders and staff need to analyse data with an objective lens and from multiple perspectives; at a school level, class level, group level, student level. Leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support.



Appendix 1:

Summary of Achievements and Sanctions Used at Pentrehafod Include

	Achievements	Sanctions (attitude to learning)
Form Tutors	Make calls home – check with LL Letters home Postcard home Record in planner Log through class charts Verbal praise Trips/activities at Christmas/after school	Verbal reprimand and reminder of expectations Letters home Phone calls – check with LL Record in planner Confiscate items – if longer than the school day, notify LL and parents and place in a locked place /school reception Behaviour log through class charts Form tutor report for behaviour monitoring Meetings with parents Restorative Practice
Class teacher	Make calls home – check with LL Letters home Postcard home Record in planner Log through class charts Email tutor Email LL to read out in assemblies Tweet on school website (in line with acceptable usage policy)	Verbal reprimand and reminder of expectations Restorative meeting Letters home Phone calls – check with LL Record in planner Confiscate items – if longer than the school day, notify LL and parents and place in a locked place /school reception Warning Behaviour log through class charts Meetings with parents – check with LL or DL

Summary of Achievements and Sanctions Used at Pentrehafod Include: (Continue...)

	Achievements	Sanctions (attitude to learning)
Duty Staff	Verbal Praise Log through class charts Email tutors	Verbal warning Behaviour log through class charts Make students stand with you



	Email LL to read out in assemblies Record in planner	Email form tutor (depends on severity) Learning Leader to address any issue logged via a member of the duty staff.
AoLE Leader	Verbal Praise Phone call home – check with LL Postcard home Half termly reward certificate Nominations for half termly assembly Log through class charts Letter home Verbal praise Tweet on school website (in line with acceptable usage policy)	Restorative practice DL restorative meetings Restrict free time e.g. supervised break time or lunchtime Department report Phone call home – check with LL Change of class Meetings with parents Log through class charts
Learning Leader (LL)/ Raising Standards Leader	Verbal Praise Weekly assemblies – with achievements and positive emails Postcard home Reward activities Reward trips Half termly reward certificate/letter Phone calls home Reward activities in school Tweet on school website (in line with acceptable usage policy)	Restorative practice Community Service Loss of privileges e.g. representing the school team School based community service, such as tidying a classroom, collecting litter LL restorative meetings Phone calls/Letters Reports – class charts or Paper based Meetings with parents Referral to inclusion manager Pastoral Support Plan Alternative provision Supervised break or lunch Fixed Term Exclusion
Headship Team	Verbal Praise Headship Team afternoon tea Prize Verbal praise Headship team commendation Tweet on school website	All of the above including community service Meeting with parents Alternative Provisions Managed Moves Permanent/Fixed Term Exclusion



Appendix 2:

Expectations of Learning Leader, AoLE Leaders and Raising Standards Leader in the use of Achievement and Negative Attitude to Learning Data

The overriding objective of all the monitoring is to both celebrate achievements made by all students as well as the rapid identification of unacceptable behaviour by students then work together as teachers, form tutors, AoLE Leaders, learning leaders and the raising standards leaders to support the students in modifying their behaviour and focussing on learning. Learning Leaders and raising standards leaders will be provided with a weekly analysis/termly analysis in order for appropriate interventions/recognition to be carried out.

Raising Standards Leaders will ensure that learning leaders analyse the lesson monitor log, thus ensuring that any immediate issues are addressed and relevant stakeholders informed including parents/staff. All outcomes are logged via class charts in order to track and monitor support provided.

Detailed analysis of all achievements and negative attitudes entered **must** carried out each week. This is used to:

- Ensure consistent use of the system across the school;
- Analyse the trends in codes;
- Identify decreased or increased incidents of a particular behaviour;
- Monitor staff use of the system and identify classes that may need additional support;
- Develop teaching and learning strategies that can be shared.

This system is not a means of controlling students; that comes from good classroom teaching and management. It is a system that introduces consistency across the school with clear consequences for actions. The system is reviewed annually and adjustments made to reflect the changing school picture.



Appendix 3:

Pentrehafod School Values for Success

Our Values for Success is aimed to improve the safety, security and wellbeing of all our students.

STUDENT VALUES FOR SUCCESS

READY. 'Be The Best That You Can Be'

Present. Punctual. Equipped. Full uniform. No Phones. No ear pods.

RESPECTFUL.

Polite to all. Respect shown to all. Be kind. Be empathetic.

RESILIENT.


Work hard. Try your best. Never give up. Mistakes are part of learning.

SAFE.

First time, every time. Seating plan. Queue safely. Personally responsible. Digitally responsible.

CYD-DDYSGU
LEARNING TOGETHER

Pentrehafod School
Ysgol Pentrehafod



The values of success must be referred to whenever a student engages either positively or negatively throughout the course of the school day. This will support the embedding of the values for success (ethos) of the school. The school values for success includes the following incorporates a range of additional policies including the:

- Uniform policy
- Mobile policy
- Attendance policy
- Anti-bullying policy
- Teaching and Learning policy
- Home-Learning policy
- Additional Learning Needs policy



Appendix 4:

Restorative Questions

Pentrehafod School



Ysgol Pentrehafod

Incident Form
Responding to challenging behaviour.

Name:

Form:

Date:

Time now:

Time and place of incident:

PLEASE ANSWER EVERY QUESTION HONESTLY.

1. What happened?
2. What were you thinking about at the time?
3. What have you been thinking about since?
4. Who has been affected by your behaviour?
5. How have they been affected?
6. What needs to happen next to make things right?

Please write on the back of this sheet if you need more space to answer any of the questions or write any other comments.



Appendix 5: Staff Blueprint

Pentrehafod School Achievement and Sanction Policy	Article 19 - the right to be safe Article 28/29 - the right to go to school and be the best you can be
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The Pentrehafod Way - "This is how we do it at this school"

School Values for Success <ol style="list-style-type: none"> Ready – Present, punctual, uniform, equipment, homework Respectful – of myself, my peers and all staff and my community Resilient - Work hard. Try your best. Persevere. Never give up. Safe – In lessons, between lessons, break and lunchtimes and online 	Visible Consistencies <ol style="list-style-type: none"> All staff meet and greet students at the door and are a visible presence in their areas. All staff challenge students if they do not follow the school values for success. All staff end lessons with 5 minutes left for an effective end and send. Headship Team, RSL, Learning Leaders, AoLE leaders to monitor hot spots. All staff are at their duty position on time. Implementation of the achievement and sanction policy. Celebrate success at every opportunity.
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Relentless Routine <ol style="list-style-type: none"> All staff at Pentrehafod school work to provide a challenging and engaging education for all students by providing: A strong start to all lessons - Students are in their seating plan, coats off, equipment out and starting the DIN task. An effective learning environment - The constant implementation of STAR, SHAPE and STEPS in every lesson, around the school and in assemblies. High quality teaching and learning – Using the PETAL to ensure lessons are tailored to the needs of learners. Celebration of success – Front loading achievement and success is key to the progress of students. Safe end and send – End lessons with 5 minutes to spare to ensure the smooth transition to next lesson. Students stand behind their desks until dismissed individually. Move around the school on the left hand side using the STEPS policy.

Adult Behaviours <ol style="list-style-type: none"> Be calm, considered and controlled at all times. Be relentlessly positive (with high expectations for all). Invest time in building trusting relationships by celebrating when students are being the best they can be. Always give students the best opportunities to learn. Model the behaviour you expect to see from the students. 	Micro-scripts and Mantras <ol style="list-style-type: none"> 'This is how we do it at this school' The Pentrehafod Way At this school we are very polite to you, and you are very polite to us. Thank you very much XXX for responding in the standard expected. Let's SHAPE your answer with your presenter voice 10% louder. Lets show good corridor behaviour, stay to the left in single file and follow the arrows I have heard what you are saying, however, I need you to XXX All staff praise in public and reprimand in private.
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Celebrate Success <ol style="list-style-type: none"> Always celebrate STAR Behaviour. Celebrate excellent SHAPE answers Celebrate the use of the STEPS policy. Celebrate personal achievements within the classroom at every opportunity. Celebrate the students for displaying our values for success at all times (Ready, Respectful, Resilient, Safe) 	Graduated Response <ol style="list-style-type: none"> A non-verbal reminder. A quiet verbal reminder (give students take up time) Move the student within the class to a new seat. Final Warning. 3 minute time out (RPQ's) Log on class charts No change. Move to a different teacher within the department. Refer to AoLE lead as per flow chart. If a student is a serious disruption to T&L or risk to H&S then use 'on call' for the student to be removed
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AMBITION FOR ALL



Appendix 6:

Assertive Language

The longer each negotiation takes for the few, the less time you have available for the many. Limit your formal one to one interventions for poor behaviour in class to 30 seconds each time. Get in, deliver the message, anchor the students' behaviour with an example of their previous good behaviour and get out, with your dignity and the child's dignity intact. This creates a win-win situation. Be cautious when using the micro scripts too quickly. You need to have established clear routines and develop an emotional link with the students.

All staff are to use the following script in conjunction with graduated response to poor conduct.

All staff are to use de-escalation techniques wherever possible. At start of a lesson all students need a reminder of the expectations 'Be Ready, Be Respectful, Be Resilient, Be Safe' to be delivered to the class. This could be delivered privately if necessary. Always link the positive and negative behaviour back to the school values for success.

(1) Verbal Reminder

- I saw/heard you chose to..... . You have not been Ready/Respectful/Resilient/Safe.
- At Pentrehafod School we expect you to act with
- Lets talk to each other with respect 'we are very polite to you, you are very polite to us'
- This is a verbal warning
- You now have the chance to make the right choice
- Thank you for listening

(2) Warning

- I saw/heard you chose to..... . You have not been Ready/Respectful/Safe
- This is the second time I have spoken to you.
- At Pentrehafod School we expect you to act with
- Lets talk to each other with respect 'we are very polite to you, you are very polite to us'
- I expect you to move to.....This will give you an opportunity to make progress in learning.

(3) Final Opportunity

- This is a written warning which will be logged on your individual profile.
- Think carefully about your next move, you are in charge of your behaviour and can make the right choice.
- Lets talk to each other with respect 'we are very polite to you, you are very polite to us'
- At Pentrehafod School we expect you to act with



- If you choose to break the rules again you leave me no choice but to ask you to leave the room to reflect upon your choices (3 minutes RPQs) and issue a formal restorative meeting.
- Thank you for listening

(4) Time out

- I saw/heard you choose to..... . You have not been Ready/Respectful/Resilient/Safe
- You have chosen to be declassified to XXX and to receive a restorative meeting where we can discuss this calmly.
- At Pentrehafod School we expect you to act with

(5) Reparation

- Explain to the students that you will need to have a follow this up with restorative meeting.

Refocusing the conversation

When pupils try to argue, shift the blame, or divert the conversation you can either: Calmly and gently repeat the line you have been interrupted in. This encourages the pupil to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Use an appropriate refocusing line to bring the conversation back to the script. This allows that pupil to feel as though they are being listened to and avoids conversational 'cul de sacs'.

Pupil Adult 'It wasn't me' 'I hear what you are saying....' 'But they were doing the same thing 'I understand.....' 'I was only.....' 'Maybe you were....and yet....' 'You are not being fair' 'Yes sometimes I may appear unfair...' 'It's boring' Yes you may think it boring...and yet...' 'Shut up' 'Can I stop you there we are very polite to you, you are very polite to us'

'Out-line' if the conversation is becoming unproductive use: 'I am stopping this conversation now. I am going to walk away and give you a chance to think about the choices that you made. I know that when I come back we can have a polite and productive conversation, and remember at this school we are very polite to you, and you are very polite to us'

The outline doesn't have to be this line but a line a member of staff can use to end a conversation

A 30 second "Final Opportunity" script.

I noticed you are... (having trouble getting started/struggling to get going/wandering around the room...)
It was the rule about.... (lining up/staying on task/ bringing military hardware into school) that you broke.
You have chosen to ...(move to the back/catch up with your work at lunchtime/speak to the man from



Scotland yard)

Do you remember last week when you... (arrived on time/completed the challenge task/received the Nobel prize)

That is who I need to see today....

Thank you for listening. (Give the student some 'take up' time)

Seven assertive sentence stems to set you off on the right foot.

1. You need to ... (speak to me at the side of the room)
2. I need to see you ...(following the agreed routine)
3. I expect ... (to see your table immaculately tidy in the next two minutes)
4. I know you will ... (help Julie to clean the pen off her face)
5. Thank you for ... (letting go of her hair, let's walk and talk. Walk and talk is very powerful!)
6. I have heard what you said, now you must ... (collect your things calmly and move to the thinking spot)
7. We will ... (have a better day tomorrow)!

Examples of possible responses to student negative behaviours.

1. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen.... If you choose not to do the work, then this will happen....I'll leave you to make your decision.
2. Do you remember yesterday when you helped me to tidy up? That is the John I need to see today, that is the John you can be all the time.
3. I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour, but I believe that you can be a success.
4. I am not leaving, I care about what happens. You are going to be brilliant.
5. What do you think the poor choices were that caught my attention?
6. What do you think you could do to avoid this happening in the next lesson?
7. Danny it is not like you to ... (kick doors, shout out/shake the dog).

In order to address the primary behaviour, avoid chasing the secondary behaviours. As the adult, you will need to leave your own frustrations to one side. Focus on the outcome that you want. Resist the urge to bring up past misdemeanours. This does not support the repairing of the relationship. These secondary behaviours e.g. slamming of the door, are ways of diverting the attention from the primary incident. These *can* be addressed at a later time.



Appendix 7

Punctuality Restorative and Reflective Questions

Name:

Form:

What is your reason for being late?

What can you do to improve?

How has being late affected your learning?

Why is it important to be on time?

What part of Swansea are you from?

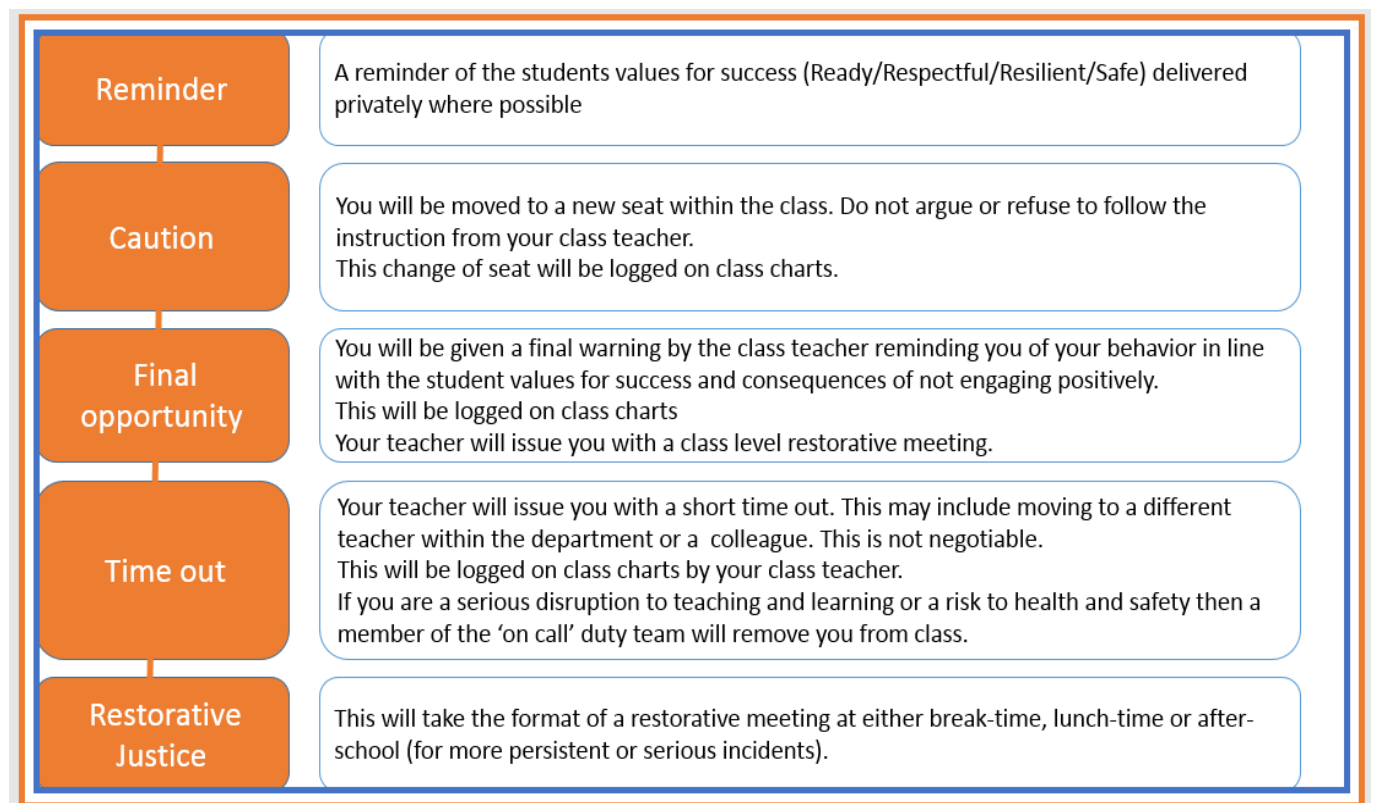
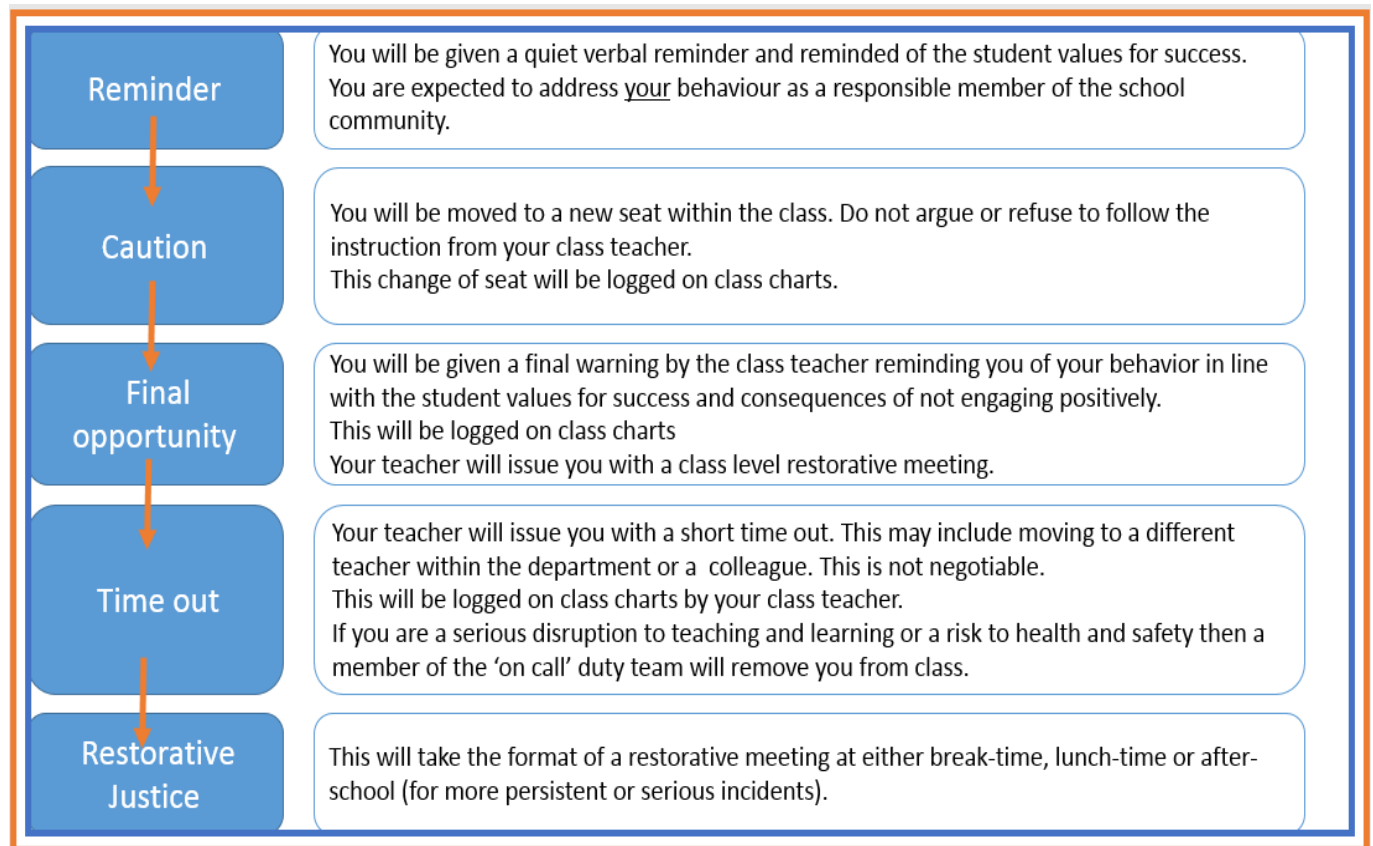
Describe your route to school every morning?



Appendix 8

**Graduated Response for Students and Staff in Dealing with Negative Attitudes to Learning
(Blue for Students/Orange for Teachers)**

This graduated response ensures that all students have the right to an education (Article 28).





Pro Forma for Incident Statement

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="flex: 1;"> <h2 style="margin: 0;">Incident Statement</h2> </div> <div style="flex: 0.1; text-align: center;"> </div> </div>	
Pupil name	Form
Date of incident	Time of incident
Incident location	Staff taking statement
Names of other pupils involved	Names of staff involved
<p><u>When writing a statement you need to:</u></p> <ul style="list-style-type: none"> Be truthful and honest about your actions and that of others State what was seen, heard and felt Include the names of witnesses or others that were affected directly – this is to ensure that the incident is dealt with properly 	
Signature	Date



Document Ratification

This Policy was presented to Governors on **16th March 2022**.

It will be reviewed in **March 2025** or if National and Local Policy or Guideline is updated.

Signed.....

Mrs M Hughes

Chair of Governors