



Dream. Reach. Achieve.

# Ysgol Bryn Alyn Behaviour Policy

<b>Policy formally approved by Full Governing Body/Committee</b>	Date: 28/06/2022
<b>Policy Review</b>	** Date(s): June 2025
<b>Policy Type:</b>	Statutory Policy / Statutory Documents LA Recommended Policy / <b>Document School Policy</b>
<b>Policy Origin i.e:</b>	** Chair/Headteacher indicate where the policy originates from by circling or highlighting before sending to Clerk <b>LA Model Policy / LA Policy / Welsh Assembly Government Model Policy / Other</b> (If 'Other' please detail source below):  <b>Recommended policy written by School</b>
<b>Is this a new or revised policy:</b>	<b>New / Revised</b>
<b>Equality Impact Assessment Completed:</b>	Date: EIA Number:
<b>Name of SLT responsible for review and implementation of policy:</b>	<b>A Slinn / A Kipping / R Ransome / E Williams/ J Ebrey</b>
<b>Chair of Governing Body / Chair of Committee:</b>	Signature:  Date:
<b>Issue No:</b>	1

# Contents

1. The Principles .....	2
2. Rationale.....	3
3. Roles and Responsibilities .....	3
4. Standards of Behaviour .....	4
5. Recognition and Rewards .....	9
6. Sanctions .....	10
7. Use of Force .....	15
8. Behaviour in the School Community .....	15

---

## 1. The Principles

The Ysgol Bryn Alyn Governing Body believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive caring, learning environment in the school by:

- promoting desired behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all (e.g. vulnerable pupils – such as those with SEN, physical or mental health needs, migrant and refugee pupils and looked-after children (LAC) – receive behavioural support according to their need )
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures;
- promoting a culture of praise and encouragement in which all students can achieve.

## 2. Rationale

All members of the Ysgol Bryn Alyn School community have a right to a safe and challenging learning environment. Mutual respect amongst all members of the school community lies at the heart of this policy. YBA expects behaviour to be of a high standard throughout the school day, when travelling to and from school and whilst participating on trips and visits.

Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be sanctioned. Positive relationships between and with students are the key to good behaviour. Students learn best in an ordered environment. This is achieved when expectations of learning and behaviour are high and if an individual does not respond consequences are made explicit and applied consistently. The self-esteem of all students is enhanced by praise, reward and celebration.

This policy is based on recognition of the rights and responsibilities of all members of the school community, the importance of clear and consistent routines inside and outside the classroom

which are always adhered to and create a culture of success.

The policy will therefore:

- ✓ build upon the good practice that exists within the School;
- ✓ support effective teaching and learning;
- ✓ encourage adherence to our core REACH values and the Behaviour for Learning system that is in place.
- ✓ help members of the school community to distinguish between acceptable and unacceptable behaviour;
- ✓ contribute to promoting mutual respect and tolerance in our multi-cultural and multi faith school community;
- ✓ develop the inclusive nature of the School.

Ysgol Bryn Alyn will;

Communicate the Behaviour Policy to all new and existing students through its expectations, code of conduct and website as well as in assemblies, tutorials and within the curriculum, where appropriate.

Communicate the policy to all teaching and non-teaching staff by providing copies of the policy through the staff training programme, electronically and through new staff induction communicate its policy to parents and carers annually via the School Website or upon request.

The Behaviour Policy will be reviewed regularly by the school community and continually revised and developed in response to identified needs.

The Behaviour Policy also links to the following policies:

- COVID Addendum Behaviour Policy
- Child Protection
- ALN
- Teaching and Learning
- Rights, Respect & Equality Policy
- Uniform
- ICT Acceptable Use Policy

## 3. Roles and Responsibilities

### 3.1 The Governing Body

- The Governing Body will establish, in consultation with the Head teacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.
- The Governing Body, Head teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

### 3.2 Staff

- Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that students are using the school grounds respectfully and behaving appropriately.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Senior Pastoral Lead on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The procedures will be monitored by the Headteacher via the Senior Pastoral Lead to ensure they are consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

### 3.3 Students

- The school expects all of its students to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated. Pupils are ambassadors for our school even when off school premises, and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive.
- All students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

### 3.4 Parents/Carers

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

## 4. Standards of Behaviour

Ysgol Bryn Alyn defines acceptable behaviour as that which promotes courtesy, co-operation and consideration towards others by all members of the school community in terms of relationships between students, between students and teachers or other school staff or between students and visitors or other persons within the school premises or outside. The School identifies name-calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation, physical abuse, bullying and harassment (including racist, sexist and homophobic abuse) as examples of unacceptable behaviour. The School also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable. The School communicates regularly the standards of acceptable and unacceptable behaviour to students, parents and carers through letters, website, social media, assemblies and tutorials. The School communicates the standards of acceptable and unacceptable behaviour to staff through the Staff Training Programme.

- The school understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate students.
- The YBA community works hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, considering ALN and disabilities as well as the additional challenges that some vulnerable students may face.
- Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.
- We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly.
- We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of the Behaviour for Learning system (including the Rewards and Sanctions – see school website for further details) are clearly communicated in classrooms and around the school.

All staff are expected to manage behaviour well (following our B4L system). This aims to maintain good order and discipline to enable effective learning to take place. These are communicated through formal staff training and the staff planner.

Behaviour is monitored in lessons by:

- ✓ Analysis of recorded behaviour related incidents (B4L and SIMS)
- ✓ Lesson Observations and Learning Walks, including drop-ins
- ✓ Duty staff and High Profile staff patrolling the School
- ✓ Student surveys and student forums and via the School Council

#### **School rules that apply at all times to all members of the school community**

- Punctuality is essential, ensure adherence to timetabled times including the start of the school day.
- Full school uniform is to be worn at all times and presentation must be smart including when travelling to and from school. Polishable shoes are to be worn.
- Rude, derogatory, racist, homophobic, or defamatory language will not be tolerated.
- Be considerate of your peers and the extended community.
- Be considerate during lesson time, follow the teacher instructions..
- Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Disobeying or being disrespectful to staff is not tolerated.
- Bullying behaviour of any kind is not tolerated in Ysgol Bryn Alyn.

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

- Energy drinks
- Chewing Gum
- Alcohol and/or drugs
- Cigarettes, vapes or related items, matches, and/or lighters
- Laser Pens
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material
- Fireworks
- Any kind of weapon, real or imitation
- Any item which causes a health and safety concern or disrupts learning

If these items are found, an appropriate sanction will be incurred and these items will be confiscated and disposed of in an appropriate manner.

Gambling is not allowed on school property.

Mobile Phones / Tablets including iPads / air pods and headphones - These items should be kept out of sight and switched off during lessons and registration, and during movement around the school including break and

lunchtimes. Students are not allowed to use such devices at any time. *School will not take any responsibility for these items if they are damaged or misplaced. They are brought to school at their owner's risk*

Students who fail to comply with the above rules will have these items confiscated. They will be kept securely in the main reception and, on the first occasion they will be returned to the student at the end of the school day. Any occurrence after this a parent/ carer must come into school to meet with a member of the Pastoral team in order to collect the device.

## **Bullying Behaviours**

Ysgol Bryn Alyn does not accept any form of bullying behaviours and encourage all members of our community to challenge and report it when they witness it.

Bullying behaviours can include:

Type of bullying	Definition
<b>Physical Bullying</b>	<ul style="list-style-type: none"> <li>• Kicking or hitting</li> <li>• Prodding, pushing or spitting</li> <li>• Other physical assault</li> <li>• Intimidating behaviour</li> <li>• Interference with physical property</li> </ul>
<b>Verbal/Psychological</b>	<ul style="list-style-type: none"> <li>• Threats or taunts</li> <li>• Shunning/ostracism</li> <li>• Name calling/verbal abuse</li> <li>• humiliation</li> <li>• Spreading rumours</li> <li>• Making inappropriate comments in relation to appearance</li> <li>• Extortion / intimidation</li> </ul>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>• Behaviour intended to isolate, hurt or humiliate someone</li> </ul>
<b>Indirect</b>	<ul style="list-style-type: none"> <li>• Sly or underhand actions carried out behind the target's back or rumour-spreading</li> </ul>
<b>Online</b>	<ul style="list-style-type: none"> <li>• using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video</li> </ul>
<b>Socio-economic Status</b>	<ul style="list-style-type: none"> <li>• Negative stereotyping, name calling or ridiculing based on financial circumstances</li> </ul>
<b>relational aggression</b>	<p>Bullying behaviours that try to harm the target's relationships or social status:</p> <ul style="list-style-type: none"> <li>▪ drawing their friends away,</li> <li>▪ exploiting a person's special educational needs (SEN) or long-term illness,</li> <li>▪ targeting their family's social status,</li> <li>▪ isolating or humiliating someone or deliberately getting someone into trouble</li> </ul>
<b>Sexist</b>	<ul style="list-style-type: none"> <li>• Use of sexist language</li> <li>• Negative stereotyping based on gender</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwanted/inappropriate physical contact</li> <li>• Sexual innuendo</li> <li>• Suggestive propositioning</li> <li>• Distribution/display of pornographic material aimed at an individual</li> <li>• Graffiti with a sexual content aimed at an individual</li> <li>• sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted</li> </ul>
<b>Prejudice-related</b>	<ul style="list-style-type: none"> <li>• bullying of a learner or a group of learners because of</li> </ul>

	<p>prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics (age, disability, gender reassignment, pregnancy, race, religion or belief, sex and sexual orientation).</p> <p>Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.</p>
--	---

Details of our school's approach to preventing and addressing bullying behaviours are set out in our Rights, Respect & Equality Policy.

#### 4.1 Students travelling to and from school

- The school has authority over but are not responsible for pupils travelling to and from school.
- Pupils should follow the published 'School Travel Behaviour Code' displayed in form rooms and found on the school website and social media pages (see Appendix)
- Unacceptable behaviour on the school bus will not be tolerated. If students are putting others safety in danger they may be 'banned' from the bus for a period. This would result in parents / carers finding alternative transport to and from school during this time. In cases where severe behavioural misconduct happens, the sanctions provided in the Travel Code may be insufficient to address to the issue. In these cases it may be more appropriate that a fixed-term or permanent exclusion sanction is used instead.

*(Guidance from WG 'Inclusion and Pupil Support' (March 2016). If transport is withdrawn by the LA due to a behavioural issue 'The pupil and the parent/carer of the pupil must be provided with an opportunity to make representations and those representations must be taken into account.*

- *The local authority must consult with the headteacher of the school or relevant place of learning at which the pupil is a registered pupil, and give the headteacher notice of the decision at least 24 hours before the withdrawal takes place.*
  - *Give the pupil's parents/carers at least 24 hours' notice before the withdrawal of transport provision takes place.*
  - *Ensure the period of withdrawal of transport provision does not exceed 10 consecutive school days.*
  - *Ensure that the period of withdrawal would not result in the pupil having travel arrangements withdrawn for more than 30 school days in the school year in which the withdrawal takes effect.)*
- Students who are caught or known to have been misbehaving on the way to or from school, or near the school premises, will be disciplined by the school.
  - This also applies to students who break school conduct during school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.

#### 4.2 Early Intervention

Ysgol Bryn Alyn recognises the importance of early intervention and preventative work in its positive reinforcement approach to behaviour management and wherever possible this will take place.

- ✓ The School will take steps to encourage young people to take responsibility for their own behaviour and help them to recognise the consequences of inappropriate behaviour.
- ✓ The School will provide training for staff in order to promote positive and consistent behaviour standards within the School.
- ✓ Heads of Year/Heads of Faculty/Behaviour Manager/Behaviour Assistant will closely monitor the B4L scores across the day/week/half term in order to support any difficulties that may arise within lessons and try to target issues as soon as possible.
- ✓ Parents and Carers will be contacted to notify them of any serious incidents of misbehaviour in which their child has been involved.

#### 4.3 Behaviour Support

The School will regularly review the support available to those individual students identified as being at risk of disaffection or exclusion. This will include:

- ✓ Pastoral Team Support. Heads of Year and members of staff from the Pastoral Support team will work with individuals whose B4L scores are not in line with school expectation, providing support and liaising with parents/carers and teaching staff to encourage more positive behaviour outcomes.
- ✓ Mentoring - The School employs a Behaviour Manager as well as Learning Mentors/Behaviour Support Assistants who can work on a 1-2-1 basis with individual students or work with small groups.
- ✓ Teaching strategies - The Heads of Year or ALNCo will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition.
- ✓ Those pupils who incur a 'B5' in a lesson will be placed in Tawelfan for the remainder of the day and will have a resolution meeting with the relevant member of staff with the support of SLT or Behaviour Manager between 3 – 3.30pm to ensure a positive way forward next lesson . The pupil will be required to remain in Tawelfan until 3.30 (see school website for sanction details)
- ✓ Planned "Time Out" - Students who experience difficulty with impulsive behaviour can be offered a Time Out card where they will leave the lesson for a short period of time and visit a designated space in Pastoral Hub
- ✓ Individual Behaviour Plan (IBP) – An IBP is used for those students who struggle with their behaviour. It will identify targets for the student to improve and outline the strategies and support that is being provided for them.
- ✓ Pastoral Support Programme (PSP) - The aim of a PSP is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP procedure and process is designed to support those students for whom the normal school based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or permanent exclusion. The PSP must involve the student in the shared challenge of improving their behaviour and/or social skills. This will be reviewed every 6 weeks.
- ✓ Planned interventions - This could mean a short-term intervention delivered by external agencies or a Learning mentor / Behaviour Support / LSA.
- ✓ Personalised timetable - Set up for individuals to support learning or behavioural needs, this could take place through ALNCo / HoY / BM
- ✓ Referral to and working with external agencies - The School has excellent partnerships with, Educational Psychology, Youth Service, Youth Justice, Schools Liaison officer, LA Counselling Service, TRAC. The School will make referrals for students if our own strategies have not influenced a student's behaviour choices.
- ✓ Referral to The Achievement Centre for those pupils who find mainstream education difficult.

#### **4.4 School Liaison Officer (SLO)**

The school works closely with the designated Police School Liaison Officer in order to keep young people safe, reduce crime and fear of crime and improve behaviour in the academies and their communities.

Our aim is to ensure:

- The safety of students, staff and the site and surrounding areas.
- Help for students to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do.
- Focused enforcement to demonstrate that those who do offend cannot do so without facing the consequences of their actions
- Early identification, support and where necessary challenge of students involved in or at risk of offending
- Positive relations between students and the police and between students and the wider community

The benefits for the school are:

- Help to identify, challenge and support students most at risk of causing harm and offending
- Support to identify and help students most susceptible to the messages of violent extremism and/or gang culture, if these are particular issues in the area;
- Specialist support the police can offer in difficult situation



- Integrate better within multi-agency teams, helping to support more effective interventions with students and families;

The Head teacher retains responsibility for discipline and behaviour; though may look to their SLO for support and advice as necessary. The SLO remains an operational police officer and will make his or her own decisions on when and how to intervene where the law is threatened. Members of staff may also report individual concerns to the SLO, although they may be dealt with elsewhere.

#### 4.4 The Achievement Centre

The Achievement Centre is a facility that is available for those pupils who have found mainstream education difficult. It allows students to follow a bespoke curriculum to suit their needs. Entry to this facility is on a referral basis only. Those students who are deemed to benefit will be admitted via a panel meeting with our behaviour management team. The YBA Behaviour Policy continues to apply in this facility.

## 5 Recognition and Reward

The school will promote good and improved behaviour by students through a rewards system that is consistent and meaningful to students.

Our current school reward system includes Behaviour for Learning scores which allow pupil access to the half termly rewards that are on offer. Through the use of Parent App, those pupils who achieve a score of '1' in a lesson have this communicated home via the app. Pupils can also be recognised via 'WOW' postcards based on REACH reward points (recorded on SIMS) and by termly reward assemblies which recognise those pupils who consistently 'get it right' and have outstanding or are showing improvement in their attendance, improved and excellent B4L scores. (Please refer to the school website for YBA Rewards and Sanction information)

A house system to support our rewards programme is currently in planning.

In addition, all teachers are expected to provide, where appropriate

- Praise
- Positive verbal feedback

The following is a list of other ways we celebrate and reward success

- ✓ Displaying pupils' work both in school, on the school website and publishing on the school's social media, where appropriate
- ✓ Half termly reward activities e.g. early lunch pass, celebration assemblies with prizes.
- ✓ Positive letters/postcards home to parent/carers – recognition too via Parent App
- ✓ Positions of responsibility including Prefects, Head Prefects, School Council, Faculty reps.

The school will monitor the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.

## 6 Sanctions

Students have the right to expect fair and consistently applied sanctions for wrong behaviour choices, which make a clear distinction between serious and minor infringements of the Code of Conduct. An appropriate sanction is one that is designed to put matters right and encourage better behaviour in the future. Thus, it is inappropriate to punish whole groups of students for the misdemeanours of a few. Ysgol Bryn Alyn has developed and will implement a consistent range of strategies and sanctions to deal with inappropriate behaviour by students.

The Education Acts of 2006 and 2011 and the Education and Inspections Act 2006 gives all schools the 'Power to Discipline'. Teachers have a statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

- Teachers can also discipline students for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate students' property.

The power extends to other schools which a student may be attending for a particular course, and to situations where the student is not on the premises and is not under the lawful control of a member of staff, but only to the extent that it is 'reasonable' for the school to impose the sanction. It also covers sanctions for a failure by the student to comply with those previously imposed on him/her.

In determining whether a disciplinary sanction is 'reasonable', the following must be taken into account:

- whether the sanction was proportionate in the circumstances;
- any special circumstances which are known to the person imposing the sanction, including;
  - a. the student's age;
  - b. any Special Educational Needs or Disability;
  - c. any religious requirement affecting him/her.

The Headteacher will take account of the following principles in determining and implementing the Behaviour Policy:

- ✓ all rewards and sanctions must be applied fairly and consistently, for example, it is not appropriate to issue a whole class sanction for the misbehaviour of a few;
- ✓ all paid staff at the School have a statutory authority to impose sanctions (called 'disciplinary penalties' in the Education and Inspections Act 2006);
- ✓ the Headteacher has the power to withdraw the authority from individual staff or classes of paid staff;
- ✓ the Headteacher has the power to authorise any unpaid staff to impose disciplinary penalties.

The Governing Body of the School has agreed that the following 'disciplinary Penalties' may be used.

- ✓ Removal from the group/class or particular lesson on a short term basis
- ✓ Detention (lunchtime and after school)
- ✓ Withdrawal of privileges, including withholding participation in educational visits or sports events which are not essential to the curriculum
- ✓ Completion of work or extra work
- ✓ Carrying out a useful task in the school (community service)
- ✓ Tawelfan (Internal Exclusion)
- ✓ Fixed Term Exclusion
- ✓ Permanent Exclusion (including Managed Transfer)

Sanctions are needed to respond to undesirable behaviour. Please refer to school website for YBA Rewards and Sanction information.

A range of sanctions is clearly defined, and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

**Sanctions that may be issued include;**

- Detentions (break, lunch or after school) Detentions are non-negotiable ALL students will complete all detentions set, parents/carers will be notified if a student is issued an after school detention. If a student does not attend a detention further sanctions will follow which could include fixed term exclusions and restorative work.
- Students may be placed on report for poor behaviour or poor punctuality, parents / carers will be notified.
- Students may be withdrawn from trips, visits, fixtures / tournaments, parents / carers will be notified.
- Students may be placed in **Tawelfan** (isolation) for a set period (when referred for poor behaviour 'B5' in lesson / persistent defiance, refusal to follow instruction, displaying bullying behaviours or one extreme behaviour), parents / carers will be notified. Students will work in silence whilst in Tawelfan. They will be given work to complete and will not leave the room unless supervised by a member of staff. They will have a supervised break and lunch at a separate time to the rest of the school community. They will complete a 'turn around' session with a member of the Pastoral team - this will

focus on why they are in Tawelfan and how to modify their behaviour to avoid repeat sanctions. Students that spend time in Tawelfan may be placed on report and be monitored every break and lunchtime for at least 1 month.

- In serious cases of poor behaviour, a student may receive a Fixed Term Exclusion. A back to school meeting will be held by a member of SLT, Head of Year or the Behaviour Support Manager with the parent / carer and student. A behaviour contract will be drawn up for the student to support the student not to reoffend. The student will be placed on Pastoral Support Plan and be monitored every break and lunchtime for at least 4 weeks. If the student or parent/ carer does not sign the contract, then the student will not be permitted to return to school. On return to school, the student will spend one day in Pastoral Hub for restorative work to take place and any previous sanction such as unresolved detentions will need to be completed before the student can be reintegrated into lessons.
- If necessary persistent offenders may be put on a 'strike' contract. This encourages the pupil to focus on their poor behaviour as 3 or 5 'strikes' may result in a permanent exclusion from school. If the pupil is referred for any of the following reasons, a fixed-term exclusion may be issued.
  - ✓ Behaviour resulting in a referral from a lesson (B5)
  - ✓ Any incidents within the school grounds (e.g. smoking; bullying; fighting)
 If they are excluded, internally or externally, a strike will be issued by a member of SLT.

In extreme circumstances a student may be **Permanently Excluded** from the school. In this case, the parent / carer and student will meet with the Headteacher and Senior Pastoral Lead or Behaviour Manager. These circumstances may include:

- A series of episodes of behaviours contrary to school rules and or harming the education or welfare of other learners within the school.
- Serious or threatened violence towards pupils or staff
- Sexual abuse or sexual assault
- The supplying and/or possession of illegal substances
- The use or threatened use of an offensive weapon.

Please refer to the Welsh Government guidance on exclusions from school;

#### **Exclusion from schools and pupil referral units**

**Guidance document no: 171/2015 Date of issue: April 2015 Replaces guidance document no: 081/2012**

At times, individual circumstances or the Equality Act 2010 may alter sanctions. Fixed Term and Permanent Exclusion is always at the discretion of the Headteacher.

Data from sanctions is analysed by Heads of Year, Behaviour Manager and SLT. Where patterns are identified, intervention strategies will be considered.

#### **Key staff that support the inclusion of all pupils in Ysgol Bryn Alyn**

##### ***School based***

Mrs Johanna Ebrey	Deputy Headteacher / Pastoral
Miss Claire Corfield	Behaviour Manager
Mrs Lisa Jones	Head of Year 7 & 8 / Transition
Mr Gareth Jones	Head of Year (KS3)
Mr Cris Hughes	Head of Year (KS4)
Mr William Beddoes	Head of Year (KS4)

## External Agencies

Ms Deborah Thomas	Educational Social Worker
Ms Julie Hawkins	School Counsellor
Ms Tracey Thompson	School based Youth Worker
PC Stuart Reeves	School Liaison Officer

## 6.1 Detentions

**Ysgol Bryn Alyn runs a system of lunchtime detentions (recorded on SIMS). However, Faculties/subject staff may choose to issue an after school detention where more one-one time may be given in subject support.**

Members of staff who have the right to hand out detentions include teachers who work at YBA and in addition any other person who has the authority of the Headteacher, these include Cover Supervisors, learning mentors, supply teaching staff, teaching assistants and staff on duty at break and lunchtime.

Parental consent is not required for lunch detentions. In order to work successfully with parents, 24 hours' notice will be provided at YBA for most detentions after 3pm that last longer than 10 minutes (with the exception of Tawelfan detention – see below). This is due to the unique circumstances of many of our students who collect younger siblings from other schools, providing 24 hours' notice allows parents to make other arrangements.

There are exceptions to this:

- A member of staff can contact a parent/carer on the day of the detention and inform them of the detention and they must come to a practical decision of whether it is appropriate, taking into account the circumstances of the student.
- A Head of Year or SLT makes the decision to retain the student after School hours for their own safety; this would not count as detention.

**Tawelfan** – if a pupil receives a 'B5' and is placed in Tawelfan, a text message will be sent home to parents/carers to inform them of the need to pick up their child at 3.30. This allows the member of staff who has issued the 'B5' time for a resolution meeting after 3pm and allows the poor behaviour of pupils to be addressed immediately.

For break and lunchtime detentions staff should allow reasonable time for the student to eat, drink and use the toilet (YBA Lunchtime detentions are held between 1.20 and 1.40 – allowing 20 minutes to eat, drink and use the toilet).

Students can be detained for up to an hour at the end of the day. Where possible, parents should be given 24 hours notice via the planner, letter, email or telephone call (except if a pupil receives a B5 and is placed in Tawelfan).

Lunchtime detention is given to any student who arrives late to school without a valid reason twice or more in any 7 day period. Form Tutors should issue detention and enter pupil on SIMS Lunchtime Detention.

**Any member of staff detaining a student at the end of the day must notify the main school office.**

Records of detention must be recorded on SIMs for all staff to access.

### **Failure to attend a detention**

If a student fails to attend a detention for a disciplinary offence without reasonable excuse, normally a more severe sanction will follow.

The times outside normal school hours when detention can be given include:

- any school day where the pupil does not have permission to be absent
- weekends – except those just before or after the half term break
- non-teaching days, usually known as 'training days', 'INSET days' or 'non-contact days'. Staff wishing to detain students on INSET days or weekends must gain permission from the member of the Leadership Team responsible for behaviour.

## 6.2 Tawelfan

Tawelfan is part of Ysgol Bryn Alyn's Behaviour for Learning approach. In class, staff award a number to each pupil at the end of the session based on their engagement in the lesson. This is recorded for every lesson and the pupil has a summary each week during form time of their average scores (this is recorded in their planners).

If a pupil is issued a B5, the member of staff 'on-call' will escort the pupil to Tawelfan where they will remain until 3.30. The member of staff supervising Tawelfan will send a text message/email home to inform parents/carers of the requirement for their child to be picked up at 3.30. They will also log the B5 on the individual pupil's SIMS behaviour log (with detail to be completed by the subject teacher).

The pupil will complete their time in Tawelfan in silence. Lunchtime and break time will be spent in Tawelfan with time given for toilet breaks.

The member of staff who has issued the B5 will be required to complete the information required in the behaviour log on SIMS for the individual pupil wherever possible by the end of that school day so that more information is evidenced.

Between 3 and 3.30pm the member of staff and/or Head of Faculty who has issued the B5 will complete a resolution meeting with the pupil in Tawelfan or Pastoral Hub to look at the reasons for the poor behaviour and how this can be improved.

If a pupil receives a B5 P4 onward, then they will be required to attend Tawelfan the following school day until lunchtime and complete a resolution meeting after school between 3 – 3.30pm (unless parents/carers have been contacted the day of the incident).

Any misbehaviour/refusal/defiance whilst in Tawelfan will automatically lead to Fixed Term Exclusion.

## 6.3 Fixed Term Exclusion

The School will use exclusion (fixed term or permanent) if a student has broken school rules.

Only the Headteacher can make the decision to exclude. In his or her absence, only the Deputy Headteacher(s) can make this decision.

Before deciding to exclude a student, the Headteacher will:

- ensure that an appropriate investigation has been conducted;
- ensure that all the relevant evidence has been considered;
- give the student an opportunity to be heard; (this is particularly important if an exclusion could lead to a safeguarding concern)
- consult other relevant people if necessary.

Having considered these matters the Headteacher will make a decision based normally on the balance of probability, having regard to any current guidance from WG (Guidance Documentation 2019).

Before deciding to exclude the Headteacher will consider any Statement of Special Educational Needs and if the student is on the Child Protection Register or LAC.

The School will make appropriate educational arrangements via the online forum.

During a fixed term exclusion parents must ensure their child is not found in a public place during school hours and to attend a reintegration interview with the School at the end of a fixed period exclusion. The School will attempt to notify parents/carers of the decision to exclude by telephone on the day of exclusion. The reason for and length of exclusion will be outlined. A letter that also outlines how a parent/carer can complain or challenge the decision should they wish, will follow this. A 'back to school' meeting will occur before the student attends school again. A parent/carer must be in attendance. The 'back to school' meeting must always be conducted by a member of the Pastoral Team (HoY), Behaviour Manager or SLT. The purpose of the 'back to school' meeting is for the student to reflect on the behaviour that led to exclusion and how they will ensure that it does not happen again. Staff at this meeting should set up strategies in order to aid the student make positive choices. The school, parents and pupil will complete a YBA contract to ensure that reasonable steps are taken to support the child on their reintegration to school, a copy of which will be given to the parent and the pupil.

A pupil who has been excluded will have time in the Pastoral Hub for support and reintegration on return to school. If necessary persistent offenders may be put on a 'strike' contract. This encourages the pupil to focus on their poor behaviour as 3 or 5 'strikes' may result in a permanent exclusion from school.

The maximum length of time a student can be given fixed term exclusion for is 45 school days. This can be in one period or for shorter spells of time. However, no student can be excluded for more than 45 school days in any one academic year.

## **6.4 Permanent Exclusion (Including Managed Transfer)**

A decision to exclude a student permanently, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been attempted but to no avail. A permanent exclusion may be considered if a student persistently breaks the school's Code of Conduct, which results in a number of Fixed Term Exclusions.

or if an exceptional 'one-off' offence has been committed, such as:

- Serious violence, actual or threatened, against a student or member of staff
- Sexual abuse or assault
- Supplying and/or possession of an illegal substance
- Carrying an offensive weapon (real or imitation)
- Vandalism
- Bringing Ysgol Bryn Alyn into disrepute
- Or any other one-off offence considered by the Headteacher to be exceptionally serious.

Parents have the right to make representations to the Governing Body (appropriate committee) about exclusion and the Governing Body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent appeal panel.

Schools and Local Authorities are under a duty to provide suitable full-time education for an excluded student. The Headteacher, at his/her discretion, may offer a parent a 'Managed Transfer' instead of a permanent exclusion, with the agreement of the partner school. This will only be offered once, parents cannot negotiate this process.

Acceptance of a Managed Transfer means that a parent will not dispute the original reason for exclusion and cannot change their mind once a new school has been allocated. Students will attend the new school on a trial basis and should the receiving school fail the student in this trial they will automatically be returned to Ysgol Bryn Alyn where a Permanent Exclusion will formally take place.

## **7 Use of Force**

**Refer to - Welsh Government Document 'Safe & effective intervention – use of reasonable force & searching for weapons'**

<https://gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf>

**Guidance document no: 097/2013**

**Date of issue: March 2013**

## Replaces guidance document no: 041/2010

Section 93 of the Education and Inspections Act 2002 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including him or herself)
- Prejudicing the maintenance of good order and discipline at YBA or among students receiving education at the school, whether during a teaching session or otherwise

**Ysgol Bryn Alyn does not encourage the use of force and it will be used very rarely in special circumstances.** There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result. Force is usually used to either control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or restraining a student to prevent violence or injury,

Ysgol Bryn Alyn expects staff to always try and diffuse a situation without physical intervention. **We also do not expect staff to put themselves at risk.**

If physical intervention/restraint is used in any manner it must clearly be written and recorded in the usual way with the addition that the DSL must be notified.

## 8 Behaviour in the School Community

During form time or social time any discipline issue should be handled in liaison with the Head of Year.

Ysgol Bryn Alyn follows a Behaviour for Learning system that encompasses rewards (see above) and sanctions. This allows staff to work with the school system to ensure that they can strive to attain the best possible learning environment in their classroom.

Discipline in the first instance should be handled at Faculty level when there is an issue within the classroom.

### 8.1 Standards of Acceptable Behaviour

#### Start of Lessons

Students should: -

- Arrive on time and in the correct uniform (coats only to worn when outside the building).
- Line up outside the room in single file and enter when told to do so by the member of staff.
- Enter the room sensibly and go straight to their workplace.
- Put away any outdoor wear, coats on back of chairs (not on desks).
- Take out books, pens, equipment, planners and standard cards.
- Put bags safely away under chair or desks (not on desks), keeping aisles free of clutter.
- Remain silent and seated while the register is being taken (except when their name is called).

#### During Lessons

- When the teacher is talking to the whole class, students should remain silent and concentrate.
- Students are expected to work sensibly with their classmates and respect others ideas and suggestions.
- It is the teacher who decides where the students sit.
- Homework must be recorded in the student's planner or issued via the school online learning platform.
- Students must not leave a lesson without a note from their teacher.

#### End of Lessons

- The bell is not a signal for students – it is information for the teacher.
- Students should not begin to pack away until the teacher tells them to do so
- Any litter should be picked up and placed in the bin.
- Students may leave the classroom when they are dismissed by the member of staff.

## 8.2 The Right to Search Students

Searching with consent: staff may ask to search a pupil. It is enough for a member of staff to ask the pupil to, for example, turn out their pockets, or ask to look in a bag.

Searching without consent (Wales) In Wales, section 550AA of the Education Act 1996, inserted under Section 45 of the Violent Crime Reduction Act 2006, introduced a power for head teachers and other members of school staff to screen any pupil for a knife or other weapon, and search, without consent, a pupil whom they reasonably suspect is carrying a knife or other weapon. The Welsh Government (WG) commenced this power in October 2010.

The statutory power to search applies where there are reasonable grounds for suspecting that a pupil has with them or in their possessions any of the following:

- a knife – to be precise, any article which has a blade or is sharply pointed. The definition does not include a folding pocket knife other than one whose cutting edge exceeds three inches or one which is not readily foldable at all times (such as a locking knife)
- a weapon made for injury, such as a gun
- an offensive weapon – to be precise, any article made or adapted to injure a person, or any article which is intended by the person carrying the article for such use by him or another person
- an article adapted for causing injury such as a bottle broken deliberately for the purpose
- an article not made or adapted for causing injury but which the person who has it intends to be used for the purpose of causing injury, eg a baseball bat.

The power includes a power to search where there are reasonable grounds to suspect that a pupil is in innocent possession of a weapon.

Where a member of the police conducts a search, it must be done in the presence of SLT or Behaviour Manager.

## 8.3 Confiscation

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Mobile phones should be confiscated if seen between the hours of 8.40am – 3pm.

Staff should hand the confiscated item to the main admin office and, where requested, complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.

Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a SLT member or Behaviour Manager (DSL) immediately.

Items confiscated by the school can be collected by parent/carers except where the school has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, vapes. Students can only collect their electronic



devices at the end of the school day on the first occasion, then parents must collect the items if confiscated more than once in any half term.

The school reserves the right to dispose of items not collected after one month.

SLT members will use their discretion to confiscate, retain and/or destroy any item found as a result.

## **8.4 Offensive Weapons**

The school determines that, in addition to legislative guidance, any knife/blade irrespective of length, constitutes an offensive weapon and should not be brought into school

In addition to knives/blades; other examples of offensive weapons could be, but are not exclusive to; axes, BB guns, air guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the school to be carried with the intention to inflict injury on another individual - this includes fireworks, blades removed from pencil sharpeners, etc.

## **Appendix – School Travel Code**

## WALES TRAVEL BEHAVIOUR CODE



**EVERY LEARNER HAS THE  
RIGHT TO BE PROTECTED  
FROM BAD BEHAVIOURS.**

**IF A LEARNER DOES NOT STICK  
TO THE TRAVEL BEHAVIOUR  
CODE, THE LEARNER COULD  
HAVE SCHOOL TRANSPORT  
WITHDRAWN.**

**BAD BEHAVIOURS CAN MAKE  
THE JOURNEY BETWEEN  
HOME AND SCHOOL UNSAFE.**

### WHATEVER WAY YOU TRAVEL TO SCHOOL

- Choose a safe route
- Choose a safe place to cross the road
- Don't let your mobile phone distract you
- Respect others (including the bus driver)  
– remember not everyone is the same
- Never bully other learners
- Tell a parent, teacher or bus driver if  
someone or something is worrying you
- If walking, you can walk as part of a  
'walking bus' with friends
- If cycling, remember to have cycle training  
(for example, from BikeAbility Wales) and  
wear your helmet

CC4. © Crown Copyright 2017. WGS2016

**MAKE EVERY JOURNEY A GOOD ONE. STICK TO THE TRAVEL CODE**  
[WALES.GOV/TRAVELCODE](http://WALES.GOV/TRAVELCODE)

