






LEWIS SCHOOL PENGAM

YSGOL LEWIS PENGAM

# Behaviour and Exclusions Policy

<b>Signed (Chair of Governors)</b>	
<b>Signed (Headteacher)</b>	
<b>Reviewed (date)</b>	October 2023
<b>Readopted (date)</b>	October 2023

This policy is to be used in conjunction with the following;

- [LSP Uniform Policy](#)
-  LSP Attendance Policy

## **Introduction**

We, at Lewis School Pengam (LSP), aim to promote the inclusion of all pupils and for them to develop a responsible attitude to managing their own behaviour.

It is expected that all stakeholders, pupils, staff, governors, parents and carers work together to ensure that high standards of behaviour are maintained, while ensuring fairness and consistency in all decisions made. In doing so we are able to demonstrate consideration and compassion for all.

The policy is based on the principles of:

- encouragement of pupils so that they reach the highest possible standard of education leading to future career success;
- to provide a stable environment in which pupils can develop a responsibility for their own behaviour that meets the high expectations of Lewis School Pengam;
- clarity and consistency in our decisions;
- consistent reinforcement of standards and expectations of pupil behaviour by all staff;
- involvement of pupils in developing expectations and procedures.

## **Sharing our policy**

At LSP we aim to ensure that our policy is understood by all and that feedback from staff, pupils and parents is used to further develop our policy. We will ensure that parents/carers are informed of our policy through the School's rules, LSP website, LSP Facebook and the home-school agreement, as well as via the pupils. We will communicate our policy to pupils through tutor time, assemblies and within the curriculum, as appropriate.

At LSP we seek to ensure that the policy is accessible to parents/carers and pupils.

At LSP we seek to ensure that all staff are consulted regularly regarding the policy and its implementation. Also that staff are clear about the standards of acceptable and unacceptable pupil behaviour.

At LSP we will regularly communicate with pupils and parents/carers about the standards of acceptable and unacceptable behaviour, through the School rules, assemblies, the home-school agreement, the school website, Facebook, phone calls and letters/emails home.

At LSP we define reasonable behaviour as that which promotes mutual respect, courtesy, cooperation, and consideration from all pupils in terms of their relationships with other pupils, teachers as well as visitors within the school's premises.

These values are based on the following:

- the right of all pupils to enjoy the best possible learning environment;
- the right for all at LSP to feel safe and cared for, to be treated politely and fairly;
- the duty of all at LSP to care for each other and promote a positive image of the school;
- the ability of everyone to take responsibility for their own behaviours and to recognise the impact of their behaviour on other members of the School and wider community;
- good communication with parents/carers, outside agencies and other academic establishments.

LSP defines unacceptable behaviour as that which causes others within the school physical and/or mental harm and/or behaviour that disrupts the learning of others within LSP. This can include;:

- name calling;
- verbal abuse;
- threatening behaviour and/or language;
- intimidation;
- physical abuse;
- bullying and harassment including racist, sexist, homophobic, transphobic and biphobic abuse;
- disruption to learning;
- possession of items likely to cause injury or offence to themselves or others.

Examples of negative behaviours and possible outcomes are categorised in Appendix 2.

## **Around LSP**

All staff at LSP have a role in ensuring that the school's expectations of pupil behaviour continue to be maintained when the pupils are not in formal lessons. The standards, culture and ethos of the School depend upon the commitment of all staff to consistently reinforce these standards.

Duty staff at breaktime and lunchtime, supported by their team leader, must take a lead in ensuring that high standards are maintained and that agreed sanctions and procedures are followed through. Between lessons, and for the 10 minutes before and after the formal school day, all staff are on duty and should support the duty team by ensuring they challenge those pupils who are in breach of these minimum standards.

See Appendix 1 for a full description of daily procedures and requirements.

## **Outside School Hours**

Pupils are expected to demonstrate acceptable behaviour whilst travelling to and from LSP and whilst in the school's uniform. Pupils who fail to demonstrate the appropriate acceptable behaviour will receive a sanction for bringing the school into disrepute.

## **Within The Classroom**

The role of the class teacher is to ensure that the pupils meet the expectations of LSP. Classroom teachers must use the school's reward policy where expectations are met and must also ensure that the appropriate sanctions are followed through when expectations are not met. These include writing comments on Class Charts, setting detentions, monitoring behaviour reports and passing information on to the appropriate Pastoral Team member.

The following procedure is to be used within lessons by all classroom teachers:

1. Stepped procedure - (Low Level)
  - Verbal warning
  - In class intervention - Move seat etc Teacher detention (logged)
  - Lunchtime detention (incident logged)
  - Removed to alternative classroom / After School Detention (add to log)
  - Removed to Pastoral Team (add to log)
  
2. Stepped procedure (High Level)
  - Verbal Warning / intervention (logged)
  - Removed to alternative classroom (add to log)
  - Behaviour alert - removed by Pastoral Team (add to log)

When a pupil has been re-roomed within the department the classroom teacher or HOD can decide on who implements the sanction/detention.

It is not the policy at LSP to send a pupil out of a class indefinitely, and under no circumstances are they to be left outside a class for the remainder of the lesson. A pupil may be taken out of a classroom in order to have a restorative conversation before being readmitted to the lesson.

A pupil may move to the last step without warning if necessary. If a pupil is removed and sent to work in another area of the school, the pupil must be informed which room that will be and the member of staff must phone/email the person working in that room to ensure that the pupil arrives promptly.

If a pupil refuses to comply with these rules then additional sanctions will be issued by the Head of School.

Mobile phones should be switched off during lessons, should a pupil's use of a phone disrupt their learning or the learning of others, then staff members should ask the pupil to put the phone on the teacher's desk. It is the staff member's discretion as to when the phone is returned but it would normally be at the end of the lesson. In some lessons, the use of a mobile phone is permitted if permission is given by the teacher or needed to be used as part of the lesson.

The role of the Head of Department (Head of School during Form Periods) is to support the classroom teacher in ensuring that these expectations are met. In carrying out this role the HoD's must:

- monitor pupil behaviour across the department and take action where necessary
- analyse the pupils being removed from class to highlight areas of concern
- support and guide classroom teachers in their management of pupils

- ensure that grouping arrangements are effective in supporting staff to manage pupil behaviour
- ensure that departmental schemes of work meet the needs of all students and engage learners

If a pupil poses a risk to the health and safety of others, an additional risk assessment will need to be carried out that may result in pupils being taught outside of the usual classroom environment

### **Recognition of Improvement**

We, at LSP, strongly believe that praise is the key to the success of every pupil's well-being. We aim to increase self-esteem and raise achievement by rewarding adherence to the school's minimum standard of behaviour within the school community. We recognise and promote good behaviour from the pupils through a series of recognition and rewards.

These include the use of:

- praise and positive feedback;
- rewards for significant improvement;
- communication to parents/carers;
- positive comments on Class Charts;
- a programme of public recognition such as prize-giving events, achievement evenings and assemblies;
- competitions focusing on behaviour, uniform, attendance, achievement and improvement.

### **Support and Early Intervention**

At LSP, we constantly and closely monitor pupil behaviour and put in place strategies to support students who show signs of developing a behaviour concern. This includes pupils who may be at risk of disaffection or exclusion and who may require additional support because of a medical condition and/or child protection.

This may include the use of:

- one to one mentoring from a member of staff;
- pupil report system;
- HoD intervention;
- use of outside agencies where possible;
- curriculum provision;
- teaching strategies;
- HW/study support;
- reduced timetable (only in exceptional circumstances and for a limited time).

We will develop measures such as the pupil report system to encourage the individual to take responsibility for their own behaviour and to help the individual to recognise the consequences of inappropriate behaviour.

We will provide appropriate training for all staff so that they may promote positive and consistent behaviour standards within the school.

Parents/carers will be contacted promptly by the school, normally within 1 working day, to notify them of any reported issues of misdemeanours or more serious issues in which their child has been involved.

### **Sanctions for Poor Behaviour**

At LSP, pupils will always be given the opportunity to reflect on their behaviour. They will be encouraged and helped to make apologies to other pupils or staff that they may have offended; show that they can adhere to the school's rules; or make suitable reparation.

The school uses a range of sanctions to deal with inappropriate behaviour from pupils, these may include:

- **misdemeanours** (warnings for infringements of our basic code, e.g. incorrect uniform, littering, swearing etc. the number of misdemeanours will be monitored and sanctions by the HOS for persistent infringement);
- **removal** (the removal of a pupil from a lesson for disruption that disrupts the teaching and learning of others);
- **restorative justice** (when appropriate);
- **verbal reprimand**;
- **internal exclusion** (for a specified period and should be no longer than two days);
- **pupil report system** (to monitor various aspects of the pupil's behaviour and engagement across the range of his subjects; these can be daily truancy reports or weekly behaviour reports);
- **communication** (can be with parents/carers);
- **parent/carer meetings**.
- **Referral** (can involve external agencies, as appropriate);
- **external fixed term exclusions**;
- **school to school** ('managed move').

At LSP, we continuously monitor the use of sanctions for poor behaviour to ensure that they are proportionate and reasonable in all circumstances, and that account is given to the pupil's age, any Additional Learning Needs or disability that they may have and any religious requirements affecting them.

### **Detentions Outside School Hours**

Parental/carer consent is not required for detentions, however LSP will inform parents/carers of the detention in all instances. It is the responsibility of the parent/carer to arrange suitable travel arrangements, however consideration will always be given to a pupil's safety. If it was considered that imposing the detention would put the pupil at risk, or that the circumstances deemed the detention to be unreasonable, then an alternative date and time for the detention could be imposed. The school reserves the right to issue a fixed-term exclusion should consent for detention not be provided.

### **School To School Managed Moves**

This is an alternative sanction used to address serious episodes of poor behaviour and allows a pupil to be transferred to another school as part of a 'managed move'. This requires

the consent of all parties involved, including parents. This could be for a block of time or longer for pupils at risk of exclusion (including permanent) for challenging behaviours.

In accordance with DfE guidance, the threat of permanent exclusion would never be used to influence a parent/carer's decision to remove a child from LSP and we will always consider the best interests of the school and pupil in any decision that is made. There is no legal obligation for the school to fund any associated costs such as transport or uniform costs, but consideration may be given to parents facing financial difficulties. The arrangements for formal and informal managed moves are in accordance with the process and procedures issued by Caerphilly County Behaviour and Support Service.

## **Investigating Incidents**

At LSP, we will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of a written record of evidence and the taking of incident statements.

We will provide adequate non-contact time for the investigation to be conducted.

We will notify the police and other relevant bodies of incidents where it is appropriate to do so.

We will complete all investigations within a reasonable timescale, which will not normally exceed 5 working days.

We will ensure that appropriate feedback from any investigation is provided to relevant persons together with recommendations for action.

A copy of all investigations undertaken will be held on record until such time as the pupil leaves the school. When an investigation finds that there is no case to be heard, this will be clearly indicated on the paperwork.

## **Confiscating Items**

All staff have the right to confiscate items which pupils are not allowed to bring to school and/or are disrupting the learning environment, this includes items that contravene LSP's uniform policy or mobile phones. Any items confiscated will be given to the appropriate Head of School/Pastoral Team and can only be collected at the discretion of them.

The following items **WILL NOT BE RETURNED** and may be passed to the police or disposed of:

- smoking materials including e-cigarettes and vapes
- alcohol
- pornography
- drugs ( including prescription drugs if not prescribed for them)
- substances that appear to be illegal and/or dangerous
- knives or other weapons

## **Searching Pupils (Searches With and Without Consent, Education Act 2011)**

Only members of staff authorised by the Headteacher have the right to search pupils for items where they reasonably suspect that the items have been, or could be, used to cause harm, to disrupt teaching or to break the school's rules.

#### Searching with consent

School staff authorised by the Headteacher may search with the pupil's consent for any item, whilst noting that the ability to provide consent may be limited by age or other factors.

#### Searching without consent

Authorised staff may only search without the pupil's consent for anything which is either prohibited, (as defined in Section 550AA of the Education Act amended in 2006), or appears in the school rules as an item that is banned. Searches without consent can only be carried out on school premises, or if elsewhere, where the authorised member of staff has lawful control or charge of the student, e.g. on a school trip.

Prohibited items are:

- knives or other weapons
- alcohol
- illegal or non-prescribed drugs
- stolen items
- tobacco products and cigarette papers
- e-cigarettes
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be, used in to commit an offence
- items to cause personal injury to, or damage to the property of, any person (including themselves)

#### In carrying out the search

The authorised member of staff must have reasonable grounds for suspecting that a pupil is in possession of a prohibited item i.e. an item banned by the school's rules and which can be searched for.

The authorised member of staff should take care that, where possible, searches should not take place in public places e.g. an occupied classroom, which might be considered as exploiting the pupil being searched.

The authorised member of staff carrying out the search must be the same gender as the pupil being searched, and there must be a witness (also a member of staff) and that they, if at all possible, should also be the same gender as the pupil being searched.

There is a limited exception to this rule. Authorised staff can carry out a search of a pupil of the opposite gender including without a witness present, but only if you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practical to summon another member of staff.

#### Extent of the search

The person conducting the search may not require the pupil to remove any clothing except outer clothing. Outer clothing is that which is not worn next to the skin or immediately over a



garment that is being used as underwear, (outer clothing includes hat, scarves, gloves, coats, jackets, shoes and boots).

'Possessions' includes any goods over which the pupil has control and includes bags.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practical to summon another member of staff.

The power to search without consent includes a personal search, involving the removal of outer clothing and searching of pockets, but not an intimate search. Only a person with more extensive powers, such as a police officer, can do this.

### Use of force

Force cannot be used to search without consent for items banned under the school rules regardless of whether the rules say an item can be searched for.

### Use of Reasonable Force

The term "reasonable force" covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils. Force is usually used to control or restrain, which could include guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. Reasonable in these circumstances means no more force than is necessary.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

All members of staff have the legal power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property.

Members of staff are also able to use reasonable force in order to maintain good order and discipline in the classroom.

The Headteacher and other authorised staff are able to use reasonable force when conducting a search without consent for certain prohibited items, including the following;

- Knives and other weapons
- Illegal drugs
- Stolen items
- Tobacco products, cigarette papers and e-cigarettes/vapes
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Though all staff are able to search for all items listed as prohibited, reasonable force will only be used, if necessary, to search for the items listed above.

The decision whether to physically intervene is down to the member of staff's professional judgement and will depend on individual circumstances.

All staff are expected to adhere to the Staff Code of Conduct and in line with Statutory guidance LSP adheres to the principle that reasonable force is not to be used as a punishment in any circumstances.

## **Exclusions**

LSP follows guidance from the Department for Education which is available at:

<https://gov.wales/exclusion-schools-and-pupil-referral-units-pru>

and supplementary guidance from Caerphilly County Borough Council.

The aim of LSP is to be positive in our approach to discipline and behaviour management. There are instances where it is not possible to deal with an issue through one or more of the strategies outlined in our policy due to the nature and seriousness of the matter. In such circumstances, we have no alternative but to exclude a pupil from the school. This may be an internal exclusion/isolation or an external fixed term or permanent depending on the transgression of the school's rules.

Types of behaviour for which an exclusion from school is likely include:

- violence or aggression towards another pupil or a member of staff, including fighting, spitting and threatening behaviour;
- serious bullying;
- verbal abuse of a member of staff;
- bringing/using a prohibited item or substance onto school premises. These include illegal drugs, alcohol, pornography, weapons (including bb guns) and smoking materials;
- defiance of staff or School rules, or disrupting learning over a period of time;
- damage/theft to School property or that of staff/pupils;
- acting in a way likely to endanger others;
- racial or homophobic/transphobic abuse.

### Permanent Exclusions

All of the above could result in a permanent exclusion. The Headteacher may also permanently exclude for 'one off events' and may do so when there has been a serious breach of the School's behaviour policy, and where allowing the pupil to remain in LSP would seriously harm the education and/or welfare of other pupils in the school.

### Fixed Term Exclusion

Fixed term exclusion means that a pupil may be excluded for up to 45 days in an academic year, (at 46 days this becomes a permanent exclusion).

Fixed Term Exclusions must be agreed by a member of the SLT and should normally be for a period of up to 5 working days in the first instance, (this may be internal or external depending on the incident and the behaviour record of the individual concerned). The

decision to exclude can only be made by the Headteacher or member of staff authorised by the Headteacher.

Alternative educational provision will be arranged from the 6th (cumulative) day of exclusion.

The pupil will then only be re-admitted to LSP after a readmission meeting with a parent/carer and guarantees of improved behaviour are given at the meeting.

Any arrangements regarding the organisation of fixed term internal exclusions will be at the discretion of the school and whilst care will be taken to be as reasonable as possible, the school will not be responsible for any associated costs that these sanctions may incur.

#### Readmission Meeting

'Back to School Interview'. The pupil and parent/carer will meet with a designated member of staff to discuss the readmission of the pupil to LSP. The purpose of this meeting is to examine the causes of the exclusion and to set up a plan to manage the pupil's return to the school. In the absence of the parent/carer, the school may refuse to allow the pupil to return to the school or may set up a reiteration plan that does not require the benefit of parental input. Others, including representations of external agencies, such as the police, may be invited.

#### Following a Readmission

The pupil could be placed on a weekly report in order to review their behaviour following the readmission. Support will be given and targets must be met within a mutually agreed time frame.

### **Governors Discipline Committee**

The Governors Discipline Committee is made up of at least three members, the Headteacher is not a member of the committee. The Governor's Committee must meet if the exclusion:

- is permanent;
- is a fixed term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 days in one term;
- would result in a pupil missing a public (external) exam;
- is a fixed term exclusion which would bring the pupil's number of exclusion days to between 5 and 15 school days, as long as the parents request reinstatement within 50 school days of the exclusion.

Parents/carers have the right to make representations to the Governors Discipline Committee. For fixed term exclusions of up to 5 school days the committee must consider any representations and may place a copy of the findings on the pupil's school record, however they have no power to direct reinstatement of the pupil. For fixed term exclusions of more than 5 school days, but less than 15 school days in a term, parents/carers have the right to request that the Discipline Committee meets to review the decision to exclude and to make representations at that meeting. If a meeting is requested, the the latest date that they may meet is 50 school days after the date that they were notified of the exclusion.

For permanent exclusions the Discipline Committee must meet within 15 school days of the exclusion.

Parents/carers have the right to be accompanied by a friend or representative, including a legal representative.

The school is required to consider any disability or special needs that may affect a parent's/carer's ability to attend a meeting at LSP.

If a parent/carer thinks that discrimination under the Equalities Act 2010 has occurred in relation to the exclusion then they have the right to make a claim to the First-tier tribunal (for disability discrimination) or a county court (for other forms of discrimination).

### **Permanent Exclusions**

A permanent exclusion means that a pupil will not be able to return to LSP permanently. The Governor Discipline Committee must meet within 15 school days of the date of the decision to permanently exclude a pupil, the role of this committee is to decide whether on balance of probabilities the pupil has done what they have been accused of, that the correct procedures have been followed and that the decision to permanently exclude is the right decision as outlined in the circumstances presented.

Once the Governor Discipline Committee has satisfied itself on the above points the committee has two options available, they can either uphold the decision to exclude or reinstate the pupil. Where a Headteacher has permanently excluded a pupil and the committee has satisfied itself that the correct process has been followed and in the balance of probabilities the pupil has done what they have been accused of then there is no expectation that the Governor Discipline Committee or an Independent Appeal Panel would reinstate the pupil.

In some instances, a school incident may also be the subject of a police investigation, which may or may not result in criminal proceedings. A Headteacher need not postpone his decision to exclude in such circumstances. A judgement must be made on the basis of the evidence available. The Governor Discipline Committee has no power to adjourn and consider beyond the statutory time limit, (15 school days from the decision to exclude), therefore the Governor Discipline Committee must also make a decision with the same constraints based upon the evidence available.

### **Independent Review Panel**

Parents/Carers have the right to ask for the decision made by the Governors Discipline Panel to be reviewed by an Independent Review Panel.

An Independent Review Panel comprising one serving, or recently retired (within the last 5 years) Headteacher, one serving or recently retired governor and one layperson who will act as Chairman. The review panel will rehear all the facts of the case, if any party has fresh evidence to present to the committee then they may do so.

The reasons for a review must be set out in writing and sent to the Chair of Governors. If a parent/carer feels that their child has any additional learning needs (ALN) relevant to the exclusion, then this should be referred to in this written statement. In addition, the parent/carer has the right to request that an ALN expert attends the review. Parents/Carers may request that an ALN expert attend the review hearing irrespective of whether the School believes the child to have an additional learning need.

The latest date by which a review may be requested is 15 school days from the date on which the notice in writing of the Governor Discipline Committee's decision to uphold the permanent exclusion has been sent. (Notice is deemed to have been given the same day if delivered directly, or the second working day if sent by first class).

Parents/carers have the right to appoint, at their own expense, a representative, including a legal representative, to make oral or written representations to the Independent Review Panel.

Parents/Carers may also bring a friend, relative or supporter to the review.

The Independent Review Panel may make one of three decisions:

- they may uphold the decision to permanently exclude;
- they may recommend that the Governor Discipline Committee consider its decision;
- or they may quash the decision and direct that the Governor Discipline Committee considers the exclusion again.

A panel should only quash a decision where it considers that it was flawed when considered in the light principles applicable on an application for judicial review.

If a review is not requested by the date specified above, the parent/carer will lose their right to have the excision of the Governor Discipline Committee reviewed.

## **Complaints**

Please refer to LSP's Complaints policy if you have any concerns or complaints about the way in which LSP has applied its Behaviour and Exclusion Policy.

## Appendix 1 - Day to Day procedures

### Morning/Line Up

- Years 7 and 8 line up in the main yard, Years 9 and 10 in the Science yard and Year 11 in the small yard.
- All Form tutors to the relevant yard on the first bell (08:25) with Heads of School and designated members of SMT.
- Pupils line up and the form tutors are to check uniforms, referring pupils to the Head of School or SMT if they are not dressed correctly. It must be possible to see the School's logo on a pupil's jumper or polo shirt.
- Uniform requirements: white polo shirt with the school badge; black trousers - they can be slim cut but denim and chino trousers are not acceptable; plain black footwear; a black sweatshirt with the school badge. The pupils' school bag should be large enough to carry A4 exercise books along with their school equipment. Small "man bags" are not acceptable at any time.
- Forms sent into registration after uniform check
- All pupils are to remove their top coats in class, form tutors to stand at the door to enforce this.

### Registration

Each year group will follow a different program during the week but Form Tutors should also:

- check equipment, if a pen is required then the pupil could be sent to HOS to collect one;
- in the first instance of not having the correct uniform discuss with the pupil/send an email informing staff;
- check Class Charts for positive and negative logs and deal with as necessary;
- check pupil reports/put on report as required;
- DACW.

### Lessons

- **All** teachers greet their class at their door promptly at the start of the lesson to reduce the incidents of poor behaviour in the corridors.
- In each lesson pupils need to sit in an assigned seat in the teacher's seating plan, if appropriate. The seating plan does not need to be the same for each subject but a consistent approach from all teachers is needed so that pupils are aware of **all** teachers' expectations. Mobile phones should be off or on silent and should remain out of sight.
- Teacher stands at the classroom door as the class is dismissed and the next class arrives to ensure minimal disruption in the corridors.
- Stepped in class disciplinary procedure for low level disruption needs to be used by all staff ensuring a consistent whole school approach.
- Swearing is unacceptable and this needs to be reinforced with pupils. All incidents of abusive language must be recorded on class charts. Staff need to ensure they are modelling good language when in the presence of pupils.

### Breaktime/Lunchtime

- Pupils cleared out of the building by **all staff** as follows: staff on the top floor move pupils to the middle floor, middle floor staff move the pupils to the ground floor and ground floor staff move pupils out of the building.

- Staff need to be in their duty positions **promptly** with the Team Leader checking all staff are present. In cases of planned absence, team members should endeavour to swap with a member of staff who has a different duty day.
- Year 7-10 are not permitted to leave the school site during break/lunch time

### **After school Detention**

- Minimal numbers of pupils should be in the detention room to ensure good behaviour.
- A staff detention rota will be created with support available if necessary.
- A register of pupils attending will be kept as a record.

## Appendix 2

### Ysgol Lewis Pengam - Lewis School Pengam Transgressions & Sanctions - Example Guide

TRANSGRESSION	SANCTION	CARRIED OUT BY
<p><b>VIOLENCE</b></p> <p>Unprovoked assault on pupil</p> <p>Provoked assault on pupil</p> <p>Pushing or grasping a pupil without provocation</p> <p>Using unreasonable force whilst fighting</p> <p>Assault member of staff (accidental) (deliberate/severe)</p>	<p>Exclusion 1-3 days (first time) ABH 4 days +</p> <p>Internal exclusion (unless with unreasonable force—in this case exclude 1-3 days)</p> <p>Internal exclusion (min 1/2 day)</p> <p>Internal exclusion (1 day min)</p> <p>Exclusion (1-3 days) Permanent exclusion</p>	<p>PT/SMT</p> <p>PT/SMT</p> <p>HOS/PT</p> <p>HOS/PT</p> <p>SMT SMT</p>
<p><b>BULLYING</b></p> <p>Bullying a pupil (verbal or deliberately isolating or getting others to isolate)</p> <p>Bullying using social media</p> <p>Physical bullying</p>	<p>Moderate - Internal exclusion 1 day Deliberate—exclude 1-3 days depending on level of severity</p> <p>As above / Police Panel (depending on severity) See violence (above)</p>	<p>HOS/PT</p> <p>HOS/SMT</p>
<p><b>SWEARING</b></p> <p>Swearing at a member of staff</p> <p>Swearing within hearing of a member of staff</p> <ul style="list-style-type: none"> <li>· unintentional</li> <li>· intentional</li> </ul>	<p>After school detention with the Head for 2hrs</p> <p>Verbal apology. Contact home.</p>	<p>HOS/PT</p> <p>CT/HOD</p>

HOS - Head of School/Associate    PT - Pastoral Team    CT - Classroom teacher



## Appendix 3

### Behaviour category definitions.

**NOTE: Sanctions linked to incidents described below can be found in Appendix 2 of the whole School Behaviour Policy.**

Heading	Definition	Suggested Action
<b>Organisational failure</b>	This is when pupils fail to adhere to basic school rules. Please use this heading for: No PE kit, lack of equipment, incorrect uniform, no homework.	Classroom issue, teacher to resolve this. Speak to the pupil/ phone call home/ detention. If this becomes persistent (i.e more than 2 or 3 times across a half-term period) refer to HOD. Log as 'resolved' with the action you have taken.
<b>Bullying</b>	Relentless name calling despite warnings/ pushing/ targeting pupil etc Additionally a pupil may tell you they are being bullied, or a friend of a pupil may share this with you.	Intervene as much as possible in the classroom setting. Discuss with the pastoral team and if appropriate contact home (if so log as resolved.) If a response from the teacher is not appropriate please log for HOS to deal with it.
<b>Refusal to work</b>	If the pupil has refused three times or more, despite class teacher intervention and support please log this as refusal to work.	Classroom issue, teacher to resolve this. Speak to the pupil/ phone call home/ issue a detention. In this instance a lunchtime / breaktime detention during the period immediately following the refusal to work is probably most effective. If this becomes persistent (i.e more than 2 or 3 times across a half term period) teacher to refer to HOD. Log as 'resolved' with the action you have taken.
<b>Disruption</b>	For persistent poor behaviour affecting the working order of the classroom. Follow stepped processes and if you have had to speak to the pupil more than 3 times in the lesson this is disruption.	Classroom issue, teacher to resolve this. Speak to the pupil/ phone call home/ detention. In this instance a lunchtime / breaktime detention during the period immediately following the disruption is probably most effective. Log as 'resolved' with the action you have taken.
<b>Inappropriate language</b>	If you have had to tell a pupil on more than three occasions to watch their language, log it as inappropriate language. This would be use of inappropriate language NOTE: this is not a category directed at staff.	Inappropriate language should never be something that's tolerated. The classroom teacher can look to resolve this issue, but always be prepared to discuss this with HOS. Actions could include speaking to the pupil/using an appropriate letter template (stored on google drive) to contact home. If a pupil continues to use inappropriate language after warnings then refer to HOS. Log as 'resolved' with the action you have taken.
<b>Leaving the classroom</b>	If a pupil walks out without reason and doesn't return to work.	This is potentially a safeguarding issue, report immediately via a truancy alert. If the pupil returns. Speak to the pupil/ phone call home/ detention. In this instance, a lunchtime/break time detention during the period immediately following the incident is probably most effective. Log as 'resolved' with the action you have taken.
<b>Defiance</b>	If you have given the pupil opportunities to engage, and offered options (there may be an unknown reason they are being defiant) and they still fail to engage this would be defiance.	If this defiance relates to learning classroom teacher to refer to HOD and log as resolved. If this becomes a prolonged situation (eg 3 lessons) then log for HOS to action.
<b>Smoking</b>	If you observe a pupil smoking or vaping please log it as smoking. If you have concerns that it may not	Again this is potentially a safeguarding issue. Staff may intervene and log it as resolved, however always discuss with HOS as there will need to be follow up action

	be a cigarette please still log as smoking but explain your concerns in the body of the text.	
<b>Fighting</b>	If you are involved in stopping a fight, please ensure you complete a separate log on both parties, using initials for second person eg - CB fights MP <ol style="list-style-type: none"> <li>1. Fight between Connor Bates and MP..etc etc</li> <li>2. Fight between Morgan Peel and CB</li> </ol>	This can be referred to HOS.  Please log as outlined. Please keep yourself safe if you are involved in stopping the fight.
<b>Critical: Vandalism</b>	This is if you observe wilful destruction of property., this would include include kicking/damaging door to move throughout the school If you have a suspicion please email the HOS for them to investigate. They will then log the outcome	Ensure you write up the entire details of the incident - do this on a word document for evidence (you can copy it into Class Charts later).
<b>Critical: Discriminatory (Reported to WAG)</b>	Racist, homophobic, LAC, cultural, disability, gender, language, pregnancy, nationality, religion/ belief.	If appropriate this can be resolved by the classroom teacher with a conversation and discussion - still log as critical just put 'resolved'.  If you have attempted to discuss this and the pupil refuses to stop then refer to HOS.
<b>Critical: Sexual</b>	If a pupil is sexually explicit, using sexual references, imitating sexual acts, speaking sexually towards staff then please log as critical:sexual.  If ever unsure just ask for clarification  Please do not log the use of sexual swear words here.	If staff feel able to address this then log and put the action taken, phone home/ talk to pupils etc. Always discuss / refer to HOS for support and advice.
<b>Critical: Substance misuse (drugs/ alcohol)</b>	If you observe alcohol/ drug taking, see alcohol/ drugs paraphernalia.  If someone admits to it, or is observed to be under the influence	This is a safeguarding issue log as critical and refer to HOS to action. Pastoral staff must treat this as a priority issue and respond immediately  If a pupil appears to be unwell, contact the office for Pastoral Team/SMT and first aider immediately.
<b>Critical: Inappropriate language</b>	This would occur when a pupil uses inappropriate language purposefully and directly at staff.  This would not be in temper, or just as an outburst because of a different issue. This is a personal directed attack on staff in relation to issues between staff and pupils.	Some staff may feel able to address and resolve this, still log it as Critical but put it as resolved - in some instances there may be the possibility of a restorative conversation then call home to resolve the issue.  As a minimum you should discuss with HOS / SLT, this ensures you get advice and support and the incident is dealt with appropriately
<b>Critical: Threatening staff</b>	This would occur when a pupil uses threatening language or is verbally or physically threatening or intimidating without being	A teacher may feel able to de-escalate the situation but in general you should look to report this to a member of SLT / Pastoral team immediately, this ensures you get advice and support and the incident is dealt with appropriately

	physical.	Following an incident like this it may be appropriate to put in place a risk assessment that may limit your interaction with this pupil or would lead to future action if breached by the pupil. A member of the safeguarding team should discuss this with you
<b>Critical + : Theft</b>	<p>This would be a police matter.</p> <p>Please only if there is definitive proof, suspicions of involvement in theft should be an email for HOS to investigate in the first instance, and they will then log it against the child's name if proven.</p>	<p>Log as critical.</p> <p>If this is time dependent please contact the office for SMT discreetly and immediately.</p> <p>Ensure you write up the entire details of the incident - do this on a word document for evidence (you can copy it into Class Charts later)</p>
<b>Critical +: Weapon</b>	<p>This would be a police matter.</p> <p>Please be cautious and keep yourself safe in this instance</p>	<p>Log as Critical + , Phone office immediately and discreetly for SMT support.</p>
<b>Critical +: Assault on staff</b>	<p>This would be a police matter/ possible permanent exclusion.</p> <p>This would involve a pupil physically laying hands on staff with the purposeful intent to cause harm.</p> <p>This is not an angry child barging through staff blocking a doorway, but it is a child in a wide empty corridor barging into you when there is room to pass without contact.</p> <p>Remove yourself from the situation immediately, notify your HOD if in class and call for support. If the child is walking away let them go and report the incident.</p>	<p>Remove yourself from the situation immediately - Contact the office and a member of SLT or pastoral team will respond immediately.</p> <p>Ensure you write up the entire details of the incident - do this on a word document for evidence (you can copy it into Class Charts later)</p> <p>You should expect a SLT member to meet with you within 24 hours to discuss the response to the incident</p>
<b>Critical +: Serious Assault</b>	<p>Any incident that resulted in a pupil being hurt and requiring us to call an ambulance, or the parents taking the pupil to hospital after collecting them would be deemed serious.</p> <p>Ensure there are two logs written as with fighting examples.</p> <p>Get a first aider to the scene immediately.</p>	<p>Log the incident and your role, support the pupil whilst the first aider arrives.</p> <p>If you need time to compose yourself following the incident make the office and HOD aware.</p> <p>Ensure you write up the entire details of the incident - do this on a word document for evidence (you can copy it into Class Charts later)</p>