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## **Behaviour and Discipline Policy**

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**December 2024**

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## SECTION A: Aims and objectives

### 1. Introduction

Heolddu Comprehensive school is committed to providing an emotionally secure and inclusive environment that promotes our Tîm Heolddu core values of **respect**, **aspiration** and **resilience** so that we can **achieve excellence together**.

We strive to create an ethos which promotes de-escalation and supports positive behaviour by developing programmes to help cultivate all pupil's emotional and social well-being whilst maintaining the highest standards for all stakeholders.

This is encapsulated simply and clearly through the Tim Heolddu expectations:



## 2. Aims

- To define clear and reasonable standards of behaviour and uniform which are equally understood and accepted by all.
- To ensure that all staff (teaching and non-teaching) accept responsibility for maintaining good behaviour and to ensure early intervention when problems arise.
- To ensure that the needs of the pupils with educational and behavioural difficulties are identified early and met.
- To ensure regular and effective communication between the school and support services who will receive early notification of developing problems.
- To strike a healthy balance between rewards and sanctions both of which are clearly specified.
- To ensure that praise and rewards are accessible to pupils of all abilities and are deservedly given.
- To ensure that sanctions, when necessary, are applied in a manner which allows discipline with dignity.
- To build a sense of community in the school and to encourage staff, governors, parents and pupils to play an active part in that community.
- To provide personal, social and moral programmes as part of a pastoral education programme.
- To give pupils every opportunity to take responsibility and make a full contribution to school life.
- To recognise the importance of ascertaining pupil views on matters that concern them and to organise systems (School Senedd) to take these into account.
- To provide a civilised quality of life for pupils during break and lunchtimes.
- To discourage anti-social behaviour in all its manifestations (e.g. graffiti, litter, vandalism, use of tobacco products).
- To be alert to signs of bullying and other forms of harassment and to have procedures to deal with them firmly.
- To have systems to protect and support victims, more vulnerable members of the school community and those that, for whatever reason, require guidance, counselling and advice.
- To ensure that the school is a mobile phone-free environment where the purpose for all pupils is education.

Through this approach we demonstrate our commitment to creating a safe, supportive, and respectful environment where every pupil can thrive academically, socially, and emotionally.

## 3. Rights

At Hoilddu Comprehensive School, we are committed to maintaining a learning environment that is safe, inclusive, and respectful for all members of our community. No pupil has the right to disrupt the learning of others. Teachers are entitled to classrooms where they can teach without interruption, and pupils are entitled to spaces where they can learn without distraction. In every lesson, pupils face a simple choice: to engage in learning and progress or to be temporarily removed if their behaviour disrupts the learning of others.

All pupils and staff have the right to feel safe at all times while on school premises. Mutual respect must be upheld between staff and pupils, as well as among pupils themselves. Visitors to the school are entitled to feel secure and experience a positive environment free from disruptive behaviour in all areas of the school.

Inclusion is at the heart of Hoilddu Comprehensive School. We are committed to ensuring that all members of the school community are treated with dignity and respect, without fear of discrimination. This includes full compliance with the Equality Act 2010, which protects against discrimination based on any protected characteristic. Any incidents of discrimination or bullying will be documented and addressed in accordance with this behaviour policy.

The school takes its legal responsibilities seriously, particularly regarding safeguarding, supporting pupils with Additional Learning Needs or Disabilities, and protecting vulnerable pupils. These duties are

outlined in the Safeguarding Policy, which is regularly reviewed to ensure effective implementation. All staff are fully informed of these obligations and play an active role in maintaining a safe and supportive school environment.

## **5. Additional Learning Needs - ALN**

In accordance with the ALN Code for Wales, Heolddu Comprehensive School is committed to making reasonable adjustments for pupils with identified Additional Learning Needs (ALN) where appropriate. While these adjustments aim to support individual needs, the high expectations set out in this policy remain applicable to all pupils, ensuring a consistent standard across the school community.

## **SECTION B: Roles and Responsibilities**

### **5. Roles and Responsibilities**

#### **Governing Body**

The governing body is responsible for supporting the school in maintaining a positive, orderly learning environment by ensuring the behaviour policy is effectively implemented and regularly reviewed. Governors will support and challenge senior leaders to monitor the policy's impact, ensuring that staff adhere to the Code of Conduct and that disciplinary measures are applied fairly and consistently. They uphold the school's zero-tolerance stance on violence, threats, or abuse by any member of the school community. Additionally, governors are committed to fostering cooperation between students, parents/carers, and staff, encouraging engagement in meetings and interventions as necessary to promote a culture of respect and accountability.

#### **Headteacher**

The Headteacher is responsible for implementing and maintaining the Behaviour for Learning Policy, ensuring it reflects the school's Vision, Mission, and Values. They must model and promote positive behaviour throughout the school while holding leaders, managers, and staff accountable for the consistent monitoring and effective application of the policy.

#### **All staff**

All staff are responsible for upholding and consistently implementing the Behaviour for Learning Policy in alignment with the school's Vision, Mission, and Values. They are expected to model positive behaviour, foster a respectful and orderly environment, and ensure classrooms and other learning spaces are well-organised and reflect the TimHeolddu values and expectations. Staff must greet and engage with stakeholders throughout the school, remain visible during transitions, and use behaviour data to guide interventions and training. They should actively celebrate positive behaviour, manage restorative practices, and communicate effectively with pupils, parents, carers, and colleagues. Support for pupils includes using praise systems, issuing sanctions when necessary, and facilitating pupil responsibility for behaviour. Staff are also required to follow up on behaviour incidents, contribute to Support Plans, and ensure professional and respectful interactions that embody the school's values of Respect, Aspiration and Resilience.



# TîmHeolddu

Our values are

## Respect, Aspiration, Resilience



### Heolddu staff...



Model respectful interactions



Warmly welcome pupils at the door



Uphold uniform expectations



Maintain discipline with dignity and reward pupil effort



Plan challenging and engaging learning experiences

### Parents and Carers

Parents and carers have responsibilities as role models for our young people and they have an essential part to play in relation to supporting the Behaviour for Learning Policy. Under the policy, parents/carers are expected to cooperate with Heolddu Comprehensive School and work with teachers and other members of staff to help their child develop to their full potential and demonstrate the TîmHeolddu values and expectations.

Parents / carers' responsibilities are to:

- support the Behaviour for Learning Policy
- ensure their child completes homework and coursework to the best of his or her ability.
- share concerns about their child's education, welfare and behaviour with the school
- take an interest in their child's work and achievements
- help their child with their work
- attend Parents' Evenings and support school functions
- support the school in achieving a minimum 92% attendance rate for their child
- inform the school of any absence
- adopt a courteous and cooperative approach with all school staff
- ensure their child arrives at school on time
- ensure their child is in full school uniform and wears that uniform correctly

### Pupils

Pupils are expected to demonstrate the TîmHeolddu values and expectations as outlined within this policy. They must take responsibility for their behaviour, follow staff instructions promptly, and consistently act as positive ambassadors for the school, demonstrating Respect, Aspiration and Resilience both on and off school premises.

## **SECTION C: Celebrating Student Achievement**

### **6. Recognition and rewards for effort and achievement**

At Heolddu Comprehensive School, we believe that praise and positive reinforcement are fundamental to nurturing strong relationships and fostering a supportive, engaging learning environment. Recognising pupils' efforts and achievements not only motivates them to excel but also reinforces a school-wide culture of **Respect, Aspiration, and Resilience**. Consistent and structured recognition of positive behaviour and academic success plays a central role in the educational experience, both in the classroom and throughout the wider school community.

We are dedicated to celebrating pupils' accomplishments regularly. Pupils can earn positive points from any member of staff, with these points recorded on Class Charts, an online platform accessible to both pupils and parents/carers. Login details are provided during the induction process, ensuring that progress is transparent and easily monitored. This system fosters accountability and ensures that praise is visible, consistent, and aligned with the school's values, encouraging all pupils to strive for excellence.

### **7. Positive points and rewards**

Positive points are awarded to pupils who embody the school's core values of Respect, Aspiration and Resilience to demonstrate the TîmHeolddu Expectations.

### **Faculty and Pastoral Nominations**

Every half term, department and pastoral teams nominate pupils who deserve recognition for their hard work and effort during lessons to receive the Star of the Term Award.

### **Attendance Rewards**

Regular attendance is pivotal to pupils' success both emotionally and academically. Each half term pupils are recognised for their excellent or improved attendance.

### **Family Assemblies**

Throughout the Year, we hold two Family Assemblies, where pupils, staff and families come together to celebrate the achievements of individual pupils. This is an opportunity for pupils to be recognised for the efforts in individual subjects as well as acknowledging pupils who consistently demonstrate the 8. Faculty and Pastoral Nominations

Every half term, departments within the school faculty structure and pastoral teams nominate pupils who deserve recognition for their hard work and effort in specific subjects as well as celebrating pupils who consistently demonstrate the TîmHeolddu Expectations and Values.

### **8. Rewards Matrix**



<b>Examples of behaviour</b> NB: exemplification only	<b>Stage</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>Outstanding academic achievement across the school</li> <li>Representing outside clubs and groups e.g. Sporting honours</li> <li>Any other relevant recognition</li> </ul>	<b>R5 Special Awards</b>	<b>SLT / HEAD OF YEAR</b> <ul style="list-style-type: none"> <li>Annual awards ceremony - Special award nominations</li> <li>Special recognition of achievement in school or the community</li> </ul>
<ul style="list-style-type: none"> <li>Headteacher / Deputy Headteacher or Assistant Headteacher award points</li> <li>Any other relevant recognition</li> </ul>	<b>R4 Whole School</b>	<b>SLT - AHT</b> <ul style="list-style-type: none"> <li>Twice annually - Class Chart points purchasing</li> <li>Twice annually - rewards trip</li> <li>Postcards home</li> </ul>
<ul style="list-style-type: none"> <li>Demonstration of the learner values</li> <li>Attitude to learning across curriculum</li> <li>Wider school involvement and contribution e.g. School Senedd or sporting success</li> <li>Attendance</li> <li>Supporting others</li> <li>Any other relevant recognition</li> </ul>	<b>R3 Year Group</b>	<b>HEAD OF YEAR</b> <ul style="list-style-type: none"> <li>Attendance awards - pupil / tutor group</li> <li>Pupil of the half term</li> <li>Head of year awards half termly in assembly</li> <li>Nominations for annually rewards celebration</li> <li>Academic achievement across the assessment points</li> </ul>
<ul style="list-style-type: none"> <li>Outstanding academic achievement</li> <li>Excellent performance against global grade target</li> <li>Attitude to learning</li> <li>Any other relevant recognition</li> </ul>	<b>R2 Department or Faculty</b>	<b>HEAD OF FACULTY-DEPARTMENT</b> <ul style="list-style-type: none"> <li>Pupil of the month</li> <li>Positive postcards home</li> <li>Praise phone calls</li> <li>Nominations for annually rewards celebration</li> </ul>
<ul style="list-style-type: none"> <li>Positive contribution to the lesson</li> <li>Demonstration of the learner values</li> <li>Displaying the big four</li> <li>Any other relevant recognition</li> </ul>	<b>R1 Teacher / Tutor</b>	<b>CLASS TEACHER</b> <ul style="list-style-type: none"> <li>Class Chart points</li> <li>Praise phone calls</li> <li>Positive praise and reinforcement in lessons</li> <li>Tutor group recognition - Role models and Learner Values</li> </ul>

## SECTION D: Basic Expectations

### 9. School Rules

- Pupils must be properly and neatly presented in the correct school uniform (See Appendix 1).
- Pupils must line up outside a classroom in a disciplined way until told to enter by a member of staff.
- Bullying, harassment and victimisation will not be tolerated.
- Pupils should leave valuables at home.
- The only jewellery permitted is a wristwatch (exception being Year 12 and 13 where one pair of earring studs can be worn).
- The use of smartphones, air pods and handheld consoles is not allowed in the school.
- Pupils should not carry medicines or tablets around the school. Medication is to be handed into reception. If medication is to be taken during the day it is by arrangement with the Pastoral Support Officer.
- Smoking and/ or vaping anywhere in the school grounds is an illegal act.
- Smoking and/ or vaping on the journey to and from school, and whilst wearing Heolddu Comprehensive School uniform, is not permitted.
- Pupils should not bring the following items to school: glass bottles or containers, permanent felt markers, aerosols or chewing gum.
- Energy drinks or caffeinated products are not allowed on school premises.
- Pupils are not allowed to bring any items which are likely to cause hazard to other pupils onto the school site eg, any controlled substance, tobacco, lighters, alcohol, knives or any other offensive weapon, laser pens, and any item the Headteacher deems dangerous or causes alarm (e.g. replica weapons).
- Pupils should not leave the school premises without permission, with the exception of Year 12 and Year 13 pupils. All pupils must remain within the school grounds during break and lunch times.

## 10. Attendance and punctuality

At Heolddu Comprehensive School, we recognise the strong correlation between consistent attendance and positive academic outcomes. Therefore, we are committed to promoting excellent attendance, which will be acknowledged and rewarded through celebration assemblies, certificates, and positive communication with parents and carers.

Establishing good routines and habits is essential for preparing pupils for adult life. Punctuality, in particular, is a key attribute valued by employers, and it is vital that pupils develop this life skill early. To support this, we have a clear focus on punctuality as part of our Behaviour for Learning Policy:

- Pupils must arrive at school by 8:25 a.m. to ensure they are in their tutor rooms for registration at 8:30 a.m.
- Any pupil arriving after 8:30 a.m. will be marked as late.
- A detention will be issued on the second day of lateness to school.
- Failure or refusal to attend detention will result in escalation through the Behaviour for Learning Policy.
- *Not having a timetable is not a valid excuse for lateness or truancy.*

The school is open to pupils from 8:00 a.m., providing ample time to prepare for the day. We acknowledge that there may be rare occasions when lateness is unavoidable due to unforeseen circumstances. In such cases, parents or carers must inform the school by contacting the Schools Family Engagement Officers with details of the expected arrival time and the reason for the lateness.

The attendance team will closely monitor patterns of lateness and implement appropriate interventions to support improved punctuality. By working together, we aim to ensure that all pupils develop the habits necessary for future success and lifelong learning.

## 11. Equipment

We expect all pupils to arrive fully prepared for the school day. This is essential to ensure they can engage effectively in their learning and meet the high expectations of the school community.

First and foremost, pupils must have a copy of their timetable to know what lessons they have each day. Lateness resulting from a lack of timetable will be treated as any other late arrival and sanctioned accordingly.

In addition to their timetable, pupils must bring all necessary equipment to school. At a minimum, this includes:

- A pencil case
- A pencil
- A pen
- A ruler
- A calculator
- Their timetable
- A school bag large enough to carry A4 books
- Any required textbooks for that day's lessons
- PE kit or uniform if scheduled for PE that day
- A plain notebook

Being properly equipped is a vital part of developing personal responsibility and readiness for learning. Pupils who arrive unprepared will be supported to address this, but repeated instances may result in further action in line with the Behaviour for Learning Policy.

## 12. Mobile communication devices (phones/tablets/earphones)

Heolddu is strictly a no phone zone for pupils in Years 7 to 11. We advise pupils to keep their mobile at home at all times, but we also understand that on occasions pupils may need access to their phone at the end of the school day and then a phone can be placed in their school bag and turned off at all times.

Heolddu is strictly a 'No Phone Zone' for pupils for the following reasons:

1. Distraction: Mobile phones can be a significant distraction in the classroom. Pupils may be tempted to use their phones for personal activities such as texting, social media, or gaming, which can disrupt their focus on learning and hinder their academic progress.
2. Academic performance: Recent research indicates the overuse of mobile devices and access to social media can significantly impact pupil performance, leading to reduced concentration, lower productivity, and diminished ability to retain information.
3. Cyberbullying and harassment: Mobile phones can facilitate cyberbullying and harassment among pupils. The easy access to social media platforms and messaging apps can provide a platform for negative behaviour, causing emotional distress and harm to individuals. Banning phones can help mitigate such incidents.
4. Cheating: Smartphones can be used for cheating during exams or tests. With internet connectivity and access to various resources, pupils can easily search for answers or share information with their peers, compromising the integrity of assessments.
5. Health and well-being: Excessive use of mobile phones has been associated with negative effects on mental health and well-being. Pupils may experience increased stress, anxiety, and

reduced social interaction if they constantly engage with their phones during school hours. Banning phones can encourage healthier habits and foster better face-to-face communication.

6. Safety concerns: Mobile phones can pose significant safeguarding and safety concerns in schools. In some cases, pupils may use their phones to engage in inappropriate or illegal activities, such as sharing explicit content or engaging in cyberbullying.

If a pupil is seen with a mobile phone it will be confiscated on sight and placed on reception, a negative point will be issued and parents are then notified for collection via Class Charts.

If this happens on a second occasion, a risk assessment will be constructed between pupil, parents and school with the Head of Year to inform the pupil is no longer allowed to attend school with a mobile phone/device.

## **SECTION E: Pupil conduct**

### **13. Peer on peer abuse**

We take a zero-tolerance approach to peer-on-peer abuse, which can be motivated by perceived differences such as race, gender, religion, sexual orientation, disability, or any other protected characteristic under the Equality Act 2010. Peer-on-peer abuse can have a profound impact on the victim, leading to emotional trauma, isolation, intimidation, or violence. We do not accept any form of abuse being dismissed as “banter,” as this can foster a culture of harmful behaviours and create an unsafe environment.

The school is fully committed to ensuring that all learners know how to report incidents of peer-on-peer abuse and feel supported throughout the reporting process. All such incidents are taken seriously, and we follow the statutory guidance outlined in the *Keeping Learners Safe 2022* which sets out clear procedures for responding to incidents.

For further information, please refer to our Safeguarding and Child Protection Policy.

### **14. Search and Confiscation Policy**

Under the direction of the headteacher, members of the School Leadership Team and Safeguarding Team may search a student with their consent. However, only the Headteacher and authorised staff have the statutory power to search pupils or their possessions, including mobile devices, without consent if there are reasonable grounds to suspect the presence of a prohibited item.

Prohibited items include:

- Knives or weapons
- Alcohol, illegal drugs, or substances with similar effects
- Stolen items
- Tobacco, cigarettes, and vaping paraphernalia
- Fireworks
- Pornographic or discriminatory images
- Materials related to radicalisation or extremism

- Any item suspected of being used to commit an offence or cause harm.

Any prohibited item found as a result of a search will be confiscated. Teachers' can confiscate pupils' property where it is being misused or prohibited within school.

## **SECTION F: Anti-bullying Policy**

### **15. Anti-bullying policy**

Bullying, of any sort, is unacceptable and all pupils and staff have the right to feel happy, safe and included.

Bullying is one of the key issues about which children and young people express their concern. Heolddu Comprehensive School affirms the right for every child to be safe to learn, to develop healthy relationships and to achieve optimally.

We recognise the effects that bullying can have on pupils' self-esteem and education and this Anti-Bullying Policy acknowledges the Welsh Government, "Challenging Bullying, Rights, Respect, Equality" guidance and complies with the Equalities Act 2010.

### **16. Definition of Bullying**

'Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts others either physically or emotionally.'

Bullying is expressed through a range of harmful behaviours: it can happen face to face or in the digital environment. It can be carried out by an individual group but is generally executed in front of an audience to assert power or popularity. It may involve an element of secrecy so that adults are not aware of it.

Bullying is:

- a deliberate or intentional act, designed to upset or harm the person(s) it is aimed at
- a repetitive act as opposed to a one-off incident
- taking advantage of a perceived imbalance of power between the perpetrator(s) and the target(s) for their actions
- creating feelings of fear, distress, anxiety, humiliation and powerlessness

### **17. Types of bullying**

Bullying can take many forms, including:

- **Physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation
- **Verbal** – taunts and name-calling, insults, threats, humiliation or intimidation

- **Emotional** – behaviour intended to isolate, hurt or humiliate someone
- **Indirect** – sly or underhand actions carried out behind the target's back or rumour spreading
- **Online** – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video
- **Relational aggression** – bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's additional learning needs (ALN) or long-term illness, targeting their family's social status, isolating or humiliating someone or deliberately getting someone into trouble
- **Sexual** – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted.
- **Prejudice-related** – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation). 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.

There are specific types of bullying relating to protected characteristics. These can broadly be categorised into the following groups:

- Bullying connected with age
- Bullying involving learners with disabilities, which can include ALN
- Homophobic, biphobic and/or transphobic bullying
- Bullying connected with race, religion and/or culture
- Sexist and/or sexual bullying

## 18. Banter

Banter is defined as 'the playful and friendly exchange of teasing remarks' which is regularly used as a disguise for acts of bullying. Here at Heolddu, any comments that are deemed hurtful or refer to any protected characteristics such as a person's race, religion, ethnicity, sexuality, culture or ALN needs will not be tolerated and will be treated as bullying behaviour.

## 19. What is not Bullying?

Some behaviour, though unacceptable, is not considered bullying. The Welsh Government expects these instances to be dealt with in accordance with the school's behaviour policy to prevent an incident potentially escalating to become bullying.

The following examples are cases which would not normally be considered bullying:

- **Friendship fallouts:** a friendship feud may however deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by former friends feel the betrayal deeply and are frequently isolated from their former friendship group

- **A one-off fight:** the Welsh Government expects it to be addressed according to the school's behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual
- **An argument or disagreement:** between two children or young people is not generally regarded as bullying. Nevertheless they may require assistance to learn to respect others' views
- **A one-off physical assault:** the Welsh Government expects it to be stopped and addressed immediately. Police involvement in cases where physical assault has happened may also be appropriate
- **Insults and banter:** children and young people will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another it is not deemed to be bullying. If one learner uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act, the border between banter and bullying is likely to be crossed asking malicious accusations or spreading malicious gossip

## 20. Signs of bullying

- Reluctance to go to school
- Appearing frightened of / during the journey to and from school
- Changing their usual route
- Being anxious, moody, withdrawn, quiet
- Complaining of illnesses such as stomach aches and headaches
- Bed-wetting in a previously dry child or young person
- Having nightmares or sleeping difficulties
- Coming home regularly with missing or damaged possessions
- Arriving home hungry
- Asking for extra money or stealing money
- Truanting
- Deterioration in their work / handwriting
- Not eating
- Unexplained cuts and bruises
- Being aggressive and bullying others
- Giving improbable excuses for any of the above.

## 21. Responding to bullying

The following process will be implemented when dealing with concerns regarding bullying:-

- Potential incidents of bullying will be investigated immediately by the member of staff it was reported to or witnessed by.

- All considered incidents of bullying must be recorded on Class Charts, Provision Map and the internal bullying log, including an account of what happened and any actions which were taken.
- The HoY/AHT will review the bullying incident reported and implement the appropriate actions inline with the anti-bullying policy
- A record shall be kept of any interviews or statements taken during the course of the investigation with such items being held for reference in line with GDPR practice.
- The HoY and SLT link to be kept informed of any repeated conduct connected to bullying
- The parents/carers of perpetrators and victims to be kept informed
- Where incidents occur outside of school then other relevant schools and agencies should be kept informed or advice sought as appropriate

## **22. Online bullying - what is the school's role?**

Digital competence will be a cross-curricular responsibility, along with literacy and numeracy, in the Curriculum for Wales 2022.

The Digital Competency Framework has four equally important strands ('Citizenship', 'Interacting and collaborating', 'Producing', and 'Data and computational thinking'). The 'Citizenship' strand focuses on pupils developing the skills and behaviours required to contribute positively to the digital world around them, which includes protecting themselves online. The strand includes the elements 'Identity, image and reputation', 'Health and wellbeing', 'Digital rights, licensing and ownership', and 'Online behaviour and cyberbullying'.

The school will deal with online bullying where it affects the well-being of pupils at school. Where required, the school will refer an incident to the appropriate agency or service. Schools will have to take action in incidents involving a safeguarding concern.

## **SECTION G - Discipline and sanctions**

### **23. Consequences**

Pupils need to be clear about what is right and wrong and the consequences that result from their decisions. Consequences are proportionate and well understood by pupils, opportunities are provided for pupils to understand the impact of behaviours.

### **24. Consequences Matrix**



Examples of behaviour NB: exemplification only	Stage	Support, sanction and responsibility
<ul style="list-style-type: none"> <li>Persistence in C5 behaviours</li> <li>Non-compliance with C5 sanctions</li> <li>High-threshold disruption</li> <li>Serious risk to safety of others</li> <li>Physical assault on peer</li> <li>Physical aggression/ assault on staff</li> <li>Serious incidents of bullying/ intimidation</li> <li>Theft/ property damage</li> <li>Drug &amp; alcohol abuse</li> <li>Drug &amp; alcohol paraphernalia on-site</li> <li>Possession of weapons</li> </ul>	C6	<b>SLT / GOVERNORS</b> <ul style="list-style-type: none"> <li>HT/ DHT Reflection room</li> <li>Fixed Term exclusion</li> <li>Permanent exclusion</li> <li>Alternative provision</li> <li>SLT/HoY meeting with parents</li> <li>Police/ LA referral</li> <li>ALN referral if appropriate</li> <li>Multi-Agency Panel Referral</li> <li>Governor panel meeting</li> <li>Pastoral Support plan</li> </ul>
<ul style="list-style-type: none"> <li>Persistence in C4 behaviours</li> <li>Non-compliance with C4 sanctions</li> <li>Verbal abuse to peer</li> <li>Verbal abuse to staff</li> <li>Physical aggression to peer</li> <li>Bullying/ intimidation</li> <li>Smoking/ vaping on site (inc. possession of paraphernalia)</li> </ul>	C5	<b>SLT / HOY</b> <ul style="list-style-type: none"> <li>On call</li> <li>SLT/ HOY after school detention</li> <li>SLT/HOY Reflection room</li> <li>SLT/ HOY parental meeting</li> <li>Parents notified via ClassCharts and telephone</li> <li>Monitoring report (Amber/ Red)</li> <li>Change of learning group</li> <li>ALN referral if appropriate</li> <li>Multi-Agency Panel referral</li> <li>Pastoral Support Plan</li> </ul>
<ul style="list-style-type: none"> <li>Persistence in C3 behaviours</li> <li>Non-compliance with C3 sanctions</li> <li>Defiance/ refusing</li> <li>Rudeness to staff</li> <li>Internal truancy</li> <li>Malicious use of smartphone</li> </ul>	C4	<b>LOL / HOY</b> <ul style="list-style-type: none"> <li>Declass to LOL / HOY</li> <li>LOL / HOY lunch time detention</li> <li>On call</li> <li>Monitoring report (Green)</li> <li>Parents notified via ClassCharts and telephone</li> <li>ALN referral if appropriate</li> <li>Multi-Agency Panel referral</li> <li>Pastoral (HoY) meeting with parents</li> <li>Reflection room</li> </ul>
<ul style="list-style-type: none"> <li>Persistence in C1, C2 behaviours</li> <li>Non-compliance with C2 sanctions</li> <li>Insolence</li> <li>Smartphone / airpod in use</li> <li>Inappropriate use of language</li> <li>Non-compliance with lab safety rules</li> <li>Mid-level poor behaviour at break/ lunch</li> <li>Mid-level poor behaviour on corridor</li> </ul>	C3	<b>CLASS TEACHER / LOL / HOY</b> <ul style="list-style-type: none"> <li>Temporary declass (discussed with pupil)</li> <li>CT / LOL / HOY lunch time detention</li> <li>CT / LOL / HOY break time detention</li> <li>Parents notified via ClassCharts and telephone</li> <li>ALN referral if appropriate</li> <li>Classroom issues HoF / Break or lunch issues HoY</li> </ul>
<ul style="list-style-type: none"> <li>Disruption to learning of others</li> <li>SLANT negative</li> <li>Lack of equipment</li> <li>Inadequate work</li> <li>Refusal to cooperate</li> <li>Lateness</li> <li>Smartphone / airpods in view</li> <li>Uniform (inc. jewellery; make-up)</li> <li>PE kit; cooking ingredients</li> <li>Low-level poor behaviour at break/ lunch</li> <li>Low-level poor behaviour on corridor</li> </ul>	C2	<b>CLASS TEACHER</b> <ul style="list-style-type: none"> <li>Final reminder of expectations</li> <li>Final reminder of choice and consequence (C3)</li> <li>In-class separation or isolation</li> <li>Confiscation (adult to collect)</li> <li>Parents notified via ClassCharts log</li> </ul>
	C1	<b>CLASS TEACHER</b> <ul style="list-style-type: none"> <li>Verbal discussion to confirm expectations</li> <li>Issue choice and consequence (C2)</li> <li>Monitoring of student</li> </ul>

25.

## Recording and Upscaling Behaviour

The school operates a computer-based behaviour management system, Class Charts, which is accessible to all teaching and support staff. All incidents, both positive and negative, along with actions taken and any necessary follow-ups, must be recorded in this system. If a behaviour requires further attention or upscaling, it will be automatically escalated to the relevant Head of Faculty (HoF), Head of Department (HoD), Head of Year (HoY), or directly to the Senior Leadership Team (SLT), depending on the severity of the incident or as part of the escalation process from non-attendance.

## **26. Detentions**

Detentions may be issued during school hours as a sanction for poor behaviour. Staff can assign break or lunchtime detentions without prior notice to parents or carers.

## **27. After School Detention**

After school detentions will be communicated to the pupil and parent/carer via a ClassCharts announcement.

- After school detentions will take place every weekday between 2:50 pm and 3.30 pm.
- Pupils should be recommended for after school detention using Class Charts. The final decision rests with the Assistant Headteacher/Deputy headteacher.
- Detention should be used as a final deterrent – at the end of a ‘chain of command’. The Head of Year should be satisfied that appropriate steps/actions have been taken ‘lower down the line’.
- When a pupil is placed in detention, parents must be informed, by Class Charts or a phone call, giving at least 24 hours’ notice.
- It is the parent/carer's responsibility to arrange transport home for their child. It does not matter if making these arrangements is inconvenient to the parent/carer, the pupil should consider this in advance.
- If a pupil is placed in detention frequently then the parent/carer will be invited to discuss the matter with the Head of Year. The pupil is likely to be placed on a monitoring report card.
- Any pupil failing to attend detention without a valid reason will automatically be placed in a second detention. If the second detention is missed then the pupil will be placed in the internal reflection room for one day.
- Persistent absence from detention will be treated as a serious breach of school rules and may result in a fixed term exclusion.
- The detention room will be the Coleman Suite with a member of the Leadership Team or wider pastoral support staff.
- Where possible, numbers in any single detention should not exceed 10.
- Any misbehaviour in the detention will be treated as a serious breach of school rules and may result in a fixed term exclusion.

If there is a valid reason preventing attendance, parents/carers should contact the school in advance to discuss alternatives. Failure to attend a detention without valid reason may lead to further disciplinary action, inline with this policy.

## **28. On-Call**

A member of school staff will be “On-Call” between 8:20am and 3:00pm. This will generally be a member of the Senior Leadership Team or wider pastoral support staff. An on-call request can be made via a telephone or radio call to reception, then reception staff will direct a member of staff from the on-call rota to attend a specific classroom or area of the school. On-call will generally be used for issues or incidents in the C4-C6 range of the consequence scale or a serious and immediate health and safety concern.

## **29. Behaviour Report**

When a pupil's behaviour shows a concerning pattern over time, they may be placed on a monitoring report. Staff will grade the student's behaviour each lesson, and this will be overseen by the tutor, Head of Year, Trusted Adult, or a member of SLT. Reports must be taken home daily for parents or carers to review and sign, ensuring a partnership in monitoring progress.

For more serious concerns, a Behaviour Contract will be implemented. This agreement, signed by the pupil, parent/carer, and a school representative, outlines clear expectations and consequences. If behaviour does not improve despite interventions, the school will engage external agencies and explore alternative educational provisions to support the student effectively.

### **30. Reflection Room**

Pupils may be placed in reflection due to an incident within the range C4-C6 on the consequence matrix (see page 17), or due to an incident that is being investigated or finally a significant build up of C2 incidents. Pupils will be placed in reflection for five consecutive lessons, that may roll over two school days depending on their the time of entrance.

- Pupils must remain in the reflection room and complete all work supplied
- Pupils attend supervised break and lunch with the reflection room lead or a member of SLT, at a different time to the rest of the school
- Pupils will complete a reflection task to understand what went wrong and how to ensure improvements are made moving forward
- Work is collected and returned to class teachers from the reflection room leader
- The incident and outcomes are logged on Provision Map
- Parents are notified via a class charts message or phone call home
- If more than one reflection room visit is issued for a pupil, parents will be called to attend a pastoral support meeting with allocated Head of Year

### **31. Pastoral Support Plans (PSPs)**

Pastoral Support Plans (PSPs) are initiated automatically when a student exhibits a pattern of fixed-term exclusions, potentially leading to permanent exclusion. These plans are time-limited but can be extended if necessary. A PSP meeting will be convened, involving key stakeholders such as school staff, parents/carers, and an appropriate representative from the Local Authority (e.g., Educational Psychologist).

PSPs are designed to address the root causes of behavioural concerns and outline clear, achievable goals for improvement. They should specify:

- Causes of concern and necessary actions for resolution

- Measurable behavioural targets with clear rewards and consequences
- Strategies for support, shared with all staff working with the pupil  
A designated staff member will oversee the implementation of the plan, which must be reviewed at least midway through its duration.

In drawing up a Pastoral Support Plan, pastoral staff should:

1. Review any underlying learning issues: Identify what is hindering progress.
2. Evaluate current support: Assess the effectiveness of existing interventions.
3. Set specific targets: Outline clear, actionable goals.
4. Establish a review date: Measure progress against the set targets.

The will be made up from the following:

- Learning Coach
- Family Engagement Officer
- Head of Year
- Group Tutor
- Education Welfare Officer (EWO)
- Additional Learning Needs Coordinator (ALNCo)
- Member of the Inclusion Team (if applicable)
- The student and their parents/carers

This collaborative approach ensures tailored support, fostering positive behaviour and academic success.

## **SECTION H: Exclusions**

### **32. Fixed term exclusions**

Only the Headteacher, or in their absence the Deputy Headteacher, is able to exclude a student. All exclusions are serious and the school aims to avoid them by making use of suitable alternatives that promote sustainable improvement in behaviour.

Examples of incidents which would warrant a fixed term or permanent exclusions are outlined in the consequences matrix (page 16).

### **33. Stages of exclusion and review process**

All exclusions will be allocated to the appropriate stage (see appendix 2) based on the seriousness of the incident. High threshold incidents may result in a pupil escalating to a higher stage without prior exclusions

All pupils who have completed a fixed term exclusion will be required to attend a reintegration meeting with a Parent/Carer before returning to lessons

All Reintegration meetings will provide an opportunity for the pupil to reflect on the reasons for exclusion and set clear targets which will form part of the Pastoral Support Plan

A review meeting will be planned to evaluate the targets set. If the targets are met within the allocated time frame then the pupil will move down to the next stage and a letter of confirmation will be sent home. The process will repeat until the pupil is removed off stage 1.

### 34. Mechanism for dealing with the Potential Permanent Exclusion

- If a pupil has gone through the hierarchy of sanctions and support that constitute Heolddu's pastoral support and behaviour modification processes then they may ultimately have to be permanently excluded from the school community. In this case they will have been seen by outside agencies and exhausted all other avenues of support such as an alternative placement or a managed move.
- All problems relating to the pupil must be recorded at the time they occur. This will normally be recorded on class charts but also on-report cards will form part of the pupil portfolio held by the Head of Year. Retrospective records are not acceptable.
- Prior to referral for permanent exclusion pupils should have been placed on report and have been referred to the multi-agency panel. This must be seen as the **penultimate** stage to exclusion.
- Any pupil who is likely to be leading up to a permanent exclusion **must** be seen by an appropriate external agency. Ideally they should have been referred to the CCBC Behaviour Support Team but other agencies may also have been involved.
- Permanent exclusion must be viewed as the **ULTIMATE SANCTION** and will only ever be used as a final resort.

There will be exceptional circumstances where in the Headteacher's judgement it is appropriate to permanently exclude a pupil for a first or one-off offence. These might include:

- Serious actual or threatened violence against another learner or a member of staff
- Sexual abuse or assault
- Consuming or supplying an illegal drug
  - The governing body has adopted the CCBC substance misuse policy and therefore the guidance of WAG circular 3/99 Pupil support and Social inclusion which states that although 'permanent exclusion should not be seen as the first and only option. Permanent exclusion may be a necessary response in some cases'. With this in mind exclusions related to substance misuse will all be taken on a case by case basis, taking into account the full background to the case and the pupil involved.
- Use or threatened use of an offensive weapon.

### **35. The Role of the Governors**

Governors are involved with and agree with the statements of principles and values made in this policy and will support the Headteacher and staff team in promoting positive behaviour across the school.

Governors are informed about behaviour and exclusions through:

- The Headteacher's report to the Full Governing Body
- Regular reports to the appropriate Sub-Committee

Governors are involved in exclusion procedures as detailed in the governors Guide to The Law.

### **36. Pupil Disciplinary and Exclusion Committee.**

Governors are informed of all permanent exclusions and must meet to consider any decision to permanently exclude a child, or if a child has had more than 15 school days of fixed term exclusions, within 6 and 15 school days of being notified of the decision. The purpose of this meeting is for a panel of 3 governors, with no previous knowledge or connection to the incident(s) or pupil, to hear representations from the school and the parents/carers, in order to review the Headteacher's decision and to decide whether to uphold the decision or to order the reinstatement of the pupil either immediately or at a later date. A representative from the Local Authority may also be present.

For fixed term exclusions (usually of 5 days or more) a Governor Intervention Meeting may be organised. This is the same as a reintegration meeting but a governor with experience in behaviour and our pastoral system is present. The purpose of this meeting is to offer support to the school as well as to the pupil and parents/carers and to check that various strategies have been tried or could be tried (see Stages of Exclusion). This is a more informal meeting to the committee outlined above. In addition to the above a pupil, parent or carer may request for a governor review of any exclusion. Requests should be made in writing to the Clerk of Governors via the school's main office.

### **Relationship to other policies**

Safeguarding Policy

Uniform Policy

Homework Policy

**Adopted by Full Governing Body on:**

**Review date:**

## **APPENDIX 1a: School Uniform Expectations - Years 7-11**



# SCHOOL UNIFORM EXPECTATIONS

YEARS 7 - 11

- ✓ BURGUNDY BLAZER and/or BURGUNDY V-NECK JUMPER with school logo\*
- ✓ WHITE SHIRT buttoned to the neck
- ✓ BLACK STRAIGHT or PLEATED SKIRT to the knee, or
- ✓ BLACK TROUSERS (no skinny/jegging/jeans-style)
- ✓ FORMAL PLAIN BLACK FLAT SHOES (no boots/trainers/canvas-style)
- ✓ PLAIN BLACK SOCKS, ankle length/long, or
- ✓ PLAIN BLACK TIGHTS
- ✓ RAIN/SHOWERPROOF COAT to be removed when inside the building (no denim, hoodies, leather coats)



## ADDITIONAL INFORMATION

- Jumpers with the school logo may be worn beneath the blazer.
- Jewellery, makeup, and painted or false nails are strictly forbidden. Hairstyle and colour should be appropriate for a school / formal setting.
- In all cases, the final decision on uniform and appearance deemed to be appropriate, or otherwise, will be made at the Headteacher's discretion.
- Mobile phones are strictly forbidden.
- **\*Iron-on school badges are available free of charge from reception.**

## APPENDIX 1b: School Uniform Expectations - Years 12-13



# SCHOOL UNIFORM EXPECTATIONS

- ✓ White Collared Shirt or Blouse
- ✓ Burgundy Heolddu Sixth-Form Tie
- ✓ Black Trousers or Skirt - No Leggings or Jeans etc.
- ✓ Plain Black Shoes
- ✓ Plain Black Socks or Tights
- ✓ Plain Black Jumper and/or Cardigan



## ADDITIONAL INFORMATION

- Suitable jewellery (wristwatch, small earrings/necklace) for a professional environment.
- Suitable hair colour & style for a professional environment.
- Make-up suitable for a professional environment.
- No hoodies/coats, etc. to be worn in corridors.
- No phones/earphones to be used outside of the study room.

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- All exclusions will be allocated to the appropriate stage based on the seriousness of the incident. High threshold incidents may result in a pupil escalating to a higher stage without prior exclusions
- All pupils who have completed a fixed term exclusion will be required to attend a reintegration meeting with a Parent/Carer before returning to lessons
- All Reintegration meetings will provide an opportunity for the pupil to reflect on the reasons for exclusion and set clear targets which will form part of the Pastoral Support Plan
- A review meeting will be planned to evaluate the targets set. If the targets are met within the allocated time frame then the pupil will move down to the next stage and a letter of confirmation will be sent home. The process will repeat until the pupil is removed off stage 1.

STAGE	REASONS	SUPPORT	REVIEW OF EXCLUSION
<b>STAGE 5</b>	Permanent Exclusion		
<b>STAGE 4</b>	<i>Serious risk of Permanent Exclusion</i> <ul style="list-style-type: none"> <li>• Persistent failure to meet school expectations</li> <li>• One off serious behaviour incident</li> </ul>	<ul style="list-style-type: none"> <li>- Governor panel meeting</li> <li>- Referral to Fair access panel where appropriate</li> <li>- Consider alternative curriculum</li> <li>- Continued Plan-Do-Review</li> </ul>	
<b>STAGE 3</b>	<ul style="list-style-type: none"> <li>• Sufficiently serious incident</li> <li>• Persistent failure to meet expectations whilst on Stage 2</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing PSP documentation / consideration of PCP/IDP process</li> <li>- Explore a managed move</li> <li>- Review timetable and support</li> <li>- Explore supportive referrals to external agencies</li> </ul>	Eight week review
<b>STAGE 2</b>	<ul style="list-style-type: none"> <li>• Sufficiently serious incident</li> <li>• Repeated failure to meet expectations whilst on Stage 1</li> </ul>	<ul style="list-style-type: none"> <li>- Report to HoY / AHT</li> <li>- PSP to be devised where appropriate</li> <li>- Explore supportive referrals to external agencies</li> <li>- Multi-agency panel referral</li> </ul>	Six week review
<b>STAGE 1</b>	<ul style="list-style-type: none"> <li>• Repeated disruptive behaviour in lessons or unstructured time</li> <li>• Repeated referrals to the Reflection Room</li> <li>• A one off serious incident</li> </ul>	<ul style="list-style-type: none"> <li>- Report to Tutor/HoY/HoD</li> <li>- PSP with clear targets identified</li> <li>- Weekly check-in with HoY</li> </ul>	Six week review
A one-off incident could result in a pupil being permanently excluded or escalated up the stages at the Headteacher's discretion.			