

2023



Ysgol Gyfun Bryntirion |   
Bryntirion Comprehensive

BEHAVIOUR FOR LEARNING POLICY

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Approved by Governing body	

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1. AIMS

The School Aims:

1. To create an environment which encourages, promotes and acknowledges good behaviour;
2. To promote a positive attitude to learning, which enables pupils to realise their full potential in a safe environment free from disruption, violence, bullying and any form of harassment;
3. To ensure that the School's expectations with regard to behaviour are clear, understood and followed by staff, pupils parents and governors;
4. To actively promote the values of honesty, fairness and self-respect, respect for others, respect for diversity and differences, respect for authority; respect for the school, and respect for the environment and the wider community as a whole.
5. To ensure that all pupils are treated equally and fairly with regard to both rewards and sanctions and encourage consistency of response to both positive and negative behaviour;
6. To promote self-discipline by developing awareness of actions, responsibilities and consequences, through the use of restorative approaches.
7. To ensure that all staff, pupils and parents are fully aware of the consequences of unacceptable behaviour by pupils;
8. To deal with incidents of unacceptable behaviour with appropriate sanctions, including restorative approaches to educate pupils on the impact of their behaviours.
9. Provide consistent and effective support for staff and pupils;
10. Developing positive relationships with parents and carers to encourage a shared, consistent approach
11. To promote positive relationships between pupils and between pupils and staff.

2. Be Bryntirion (Code of Conduct)

We have condensed our school rules into 3 areas:

- 1. Be Ready**
- 2. Be Respectful**
- 3. Be Safe**

These 3 areas, collectively form 'Be Bryntirion' – the inference being that to be part of the 'Bryntirion Community' each pupil must adhere and follow the afore mentioned rules.

The school wishes to promote a positive approach to discipline and behaviour, where good attendance, effort, achievement and community service are rewarded. At the same time, when standards of behaviour are not acceptable, the school seeks to be firm, fair, clear and consistent:

- **Firm** on behaviour but gentle on the child.
- **Fair** in that the nature of the sanction suits the offence.
- **Clear** in that, on entry to the school, every pupil is made of the 'Be Bryntirion' and the 'Classroom Code of Conduct' which sets out the expectations of all our pupils. Parents are also made aware of these expectations by way of the School Prospectus and website.
- **Consistent** in that clear guidance is given to staff to promote a consistency of approach when dealing with incidents of misbehaviour and that the range of sanctions is consistently applied.

To be effective, all staff must apply the Behaviour For Learning Policy rigorously and consistently. If this is not the case, then pupils will become confused and the policy weakened. Our school policy for Behaviour and Discipline must be reinforced both within and outside the classroom, by all staff, at all times.

ALL staff have a common responsibility for maintaining good discipline and positive behaviour.

BE BRYNTIRION CLASSROOM CODE OF CONDUCT

B E B R Y N T I R I O N



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BE READY

Be **punctual** to all form time sessions and timetabled lessons.

Always bring the necessary **school equipment**, including pens, pencils, ruler, calculator books, and specific lesson equipment.

Always wear the **correct school uniform**.

Complete **homework** and meet homework deadlines consistently.

BE RESPECTFUL

Always be **polite and respectful** towards all staff and fellow pupils; never make hurtful or unkind comments to others.

Adhere to the class **seating plan**.

Listen to others (staff and pupils) when they are talking; respect the "**One Voice**" rule.

Follow the teacher's **instructions** the first time they are given.

Work with **focus and concentration**, completing tasks to the **best of your ability**, and never distract others.

BE SAFE

Respect the **school environment** and equipment within it.

Ensure your **phone** is away in your bag during lessons (**not seen or heard**).

No eating in class and **only water** can be drunk in lessons.

Never leave the classroom **without permission**.

Use technology **responsibly** and **safely**.

BE SUCCESSFUL

Participate in positive activities to support your **wellbeing**.

Demonstrate **perseverance and resilience** to overcome challenges.

Display **confidence** in working independently, sharing ideas with others, seek support when needed and embrace new opportunities.

Reflect on and take **responsibility** for your academic and personal goals.

Build and maintain **positive relationships** with peers, teachers, and the wider school community.



3. ROLES AND RESPONSIBILITIES

Good behaviour is the concern of everyone. All staff will be responsible for promoting good behaviour and positive discipline in lessons and around the school as a whole

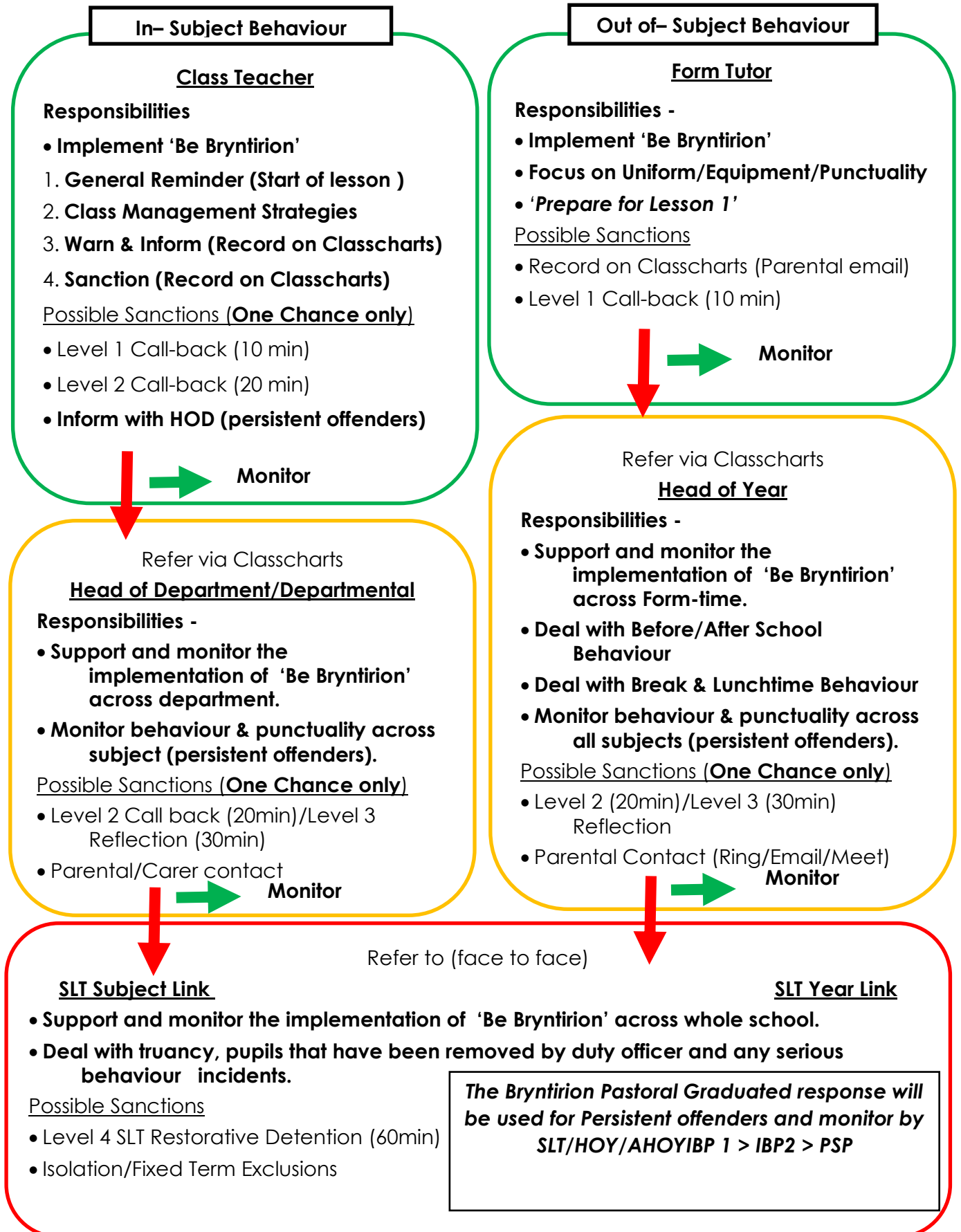
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ultimately, parents and pupils themselves must take the greatest responsibility for pupils' behaviour.

1. **Governing Body** will establish, in consultation with the Head teacher, Senior Leadership Team, staff and parents, the policy for promotion of good behaviour and keep it under review. It will ensure that the policy is communicated to pupils and parents, is non-discriminatory and the expectations of the school are clear. Governors will support the school in maintaining high standards of behaviour.
2. **The Headteacher will** be responsible for the school's policy and procedures and may delegate aspects of its day to day implementation and management to members of the Senior Leadership Team. The Headteacher **and Senior Leadership Team** will also be responsible for supporting staff faced with challenging behaviour. **Senior Leadership Team** will monitor behaviour at breaktime and lunchtime at key areas of the school (e.g. canteens)
3. **Subject & Pastoral Leaders** will be responsible for supporting staff (class teachers and form tutors) with the Behaviour for Learning policy. **Subject Leaders** will support class teachers with 'In-subject' behaviours and **Pastoral Leaders** will support staff with 'out of subject' behaviours. **Pastoral Teams** will monitor behaviour at breaktime and lunchtime in their designated areas. **Subject Teams** have a responsibility for their part of the school site. They should supervise the movement and behaviour of pupils into, out of and through their area allowing pupils to move through, and within, the subject area safely and responsibly.
4. **All Staff** including teachers, support staff and volunteers, have the responsibility, with the support of the Head teacher **and Senior Leadership Team**, for creating a high quality learning environment, teaching good behaviour and ensuring the implementation of the agreed Behaviour for Learning policy in a consistent and fair manner. Mutual support amongst all staff, in the implementation of the policy, is essential. Staff have a key role in advising the **Senior Leadership Team** on the effectiveness of the policy and procedures. Teaching staff will be required to follow the school's breaktime duty rota.

5. **Students** are expected to take responsibility for their own behaviour both in school and whilst travelling to and from school. Students also have a responsibility to ensure that any incidents of disruption, violence, bullying and any form of harassment are reported. In addition, all students have a responsibility to:
- Work to the best of their ability and allow others to do the same
 - Treat others with respect
 - Follow the instructions of school staff
 - Take care of property and the school environment
 - Co-operate with other students and adults
 - Complete work, homework and any coursework to the best of their ability
 - Attend school/lessons and arrive on time
6. **Parents/Carers** have responsibilities as role models for our young people and they have an essential part to play in relation to the policy. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour. Parents/Carers are expected to co-operate with School and work with teachers and other members of staff to help their child develop to their full potential. In addition, parents/carer have a responsibility to:
- Share concerns about their child's education, welfare and behaviour with the school
 - Take an interest in their child's work and achievement
 - Help their child with their work
 - Attend Parents' evenings and support school functions
 - Support the school in achieving good attendance for their child
 - Inform the school of any absence on that day.
 - Ensure their child arrives at school on time
 - Ensure their child is properly equipped for school and has a school planner
 - Ensure their child is in full school uniform and wears that uniform correctly
 - Ensure their child completes homework and coursework to the best of his or her ability
 - Encourage their child to prepare effectively for exams.
 - Support the sanctions imposed by the school as outlined in the policy.
7. All stakeholders at Bryntirion Comprehensive School have the right to feel safe and be treated with respect. This includes staff, students and parents/carers. Parents/Carers are expected to model the behaviour that we would expect from our pupils and staff at all times.

4. BEHAVIOUR FOR LEARNING POLICY – IN ACTION



4A - BEHAVIOUR FOR LEARNING POLICY – IN-SUBJECT BEHAVIOUR

Pupils learn best in a classroom that is well managed and which offers a safe, secure and supportive environment.

In the classroom all staff are responsible for: -

- applying effective classroom management techniques which facilitate learning
- ensuring that pupils act responsibly as individuals and as a class thereby contributing to an effective learning environment.
- applying the Behaviour for Learning policy

The development of positive behaviour is undoubtedly enhanced when pupils experience a positive, controlled atmosphere and when they know exactly what is expected of them.

All Staff

All staff can help in this by following a consistent approach to classroom management. The same basic routines and expectations in **all classrooms** throughout the school will establish the same 'ground' rules for all.

1. Staff should be present in their teaching room at the **start** of the lesson.
2. No pupil should enter a classroom until invited to do so by the teacher.
3. Pupils should line up **quietly** outside the classroom and enter in an **orderly** manner, having been **greeted** the teacher (Meet & Greet).
4. Pupils should be settled quickly and seated in a **seating plan** designed by the teacher to best facilitate learning.
5. A class **register** must be taken immediately at the start of the lesson. This must be done electronically using Classcharts. This checks that all pupils, registered as being in school, are present for the lesson and, at the same time, encourages pupils to settle quickly. Alerts sent by the teachers on Classcharts for any pupil who are absent but have a present mark for the previous lesson
6. Lessons should have a **brisk start** to maintain purpose and order.
7. Pupils should be encouraged to bring all the **equipment** they need for the lesson. If they do not have this, it must be provided by the teacher to enable the lesson to move on. If the problem is persistent, the teacher should apply the appropriate sanction.
8. During the lesson, pupils should be required to follow the 'Be Bryntirion' code of Behaviour at all times. The '**Classroom Code**' should be clearly displayed

in the classroom at all times. It is the responsibility of the class teacher to ensure that this is displayed. A reminder given to pupils at the start of each lesson.

9. Pupils should not be allowed to leave the classroom unless **absolutely** necessary.
10. A class must **never** be left unsupervised.
11. Teachers should encourage a climate of **mutual respect** in the classroom. Developing positive relationships with pupils, adopting the 'Connect before Correct' approach.
12. Teachers should ensure that **lessons are well planned/prepared** and that **all** pupils are challenged effectively.
13. Teachers should deal with any breaches of behaviour **in line** with the school's Behaviour for Learning Policy.
14. Poor behaviour should be dealt with calmly using the staged response outlined in the policy (1. Reminder at start of lesson, 2. Warn & Inform 3. Sanction).
15. Sanctions to be recorded on Classcharts.
16. If pupils fail to attend the sanction given by the teacher then this will be escalated to the Head of Department. If the pupils fail to attend the second sanction then this is escalated to SLT Subject Link.
17. Duty officer will be called to support the class teacher in dealing with serious behaviour. The Duty officer will be called for the following reasons:
 - When all class management strategies and sanctions have been exhausted (T&L, B4L Policy).
 - When a pupil/s ongoing behaviour prevents the class from learning and/or teaching to take place.
 - Significant risk to health and safety of staff and/or pupils.
 - Serious behaviour incident (e.g. fighting, abusive/aggressive, major defiance).
 - Refusal to comply with mobile devices policy.
18. Teachers should **reward** positive achievement through praise and awarding merits on Classcharts. Pupils with high numbers of merits will be rewarded at the end of each Half-term in the 'Reward Assemblies'.
19. Teachers should use the school's reward system **fairly and consistently**.

20. Teachers should ensure that all **homework is recorded** on Class Charts.
21. The lesson should be concluded in time for an **orderly end** to the lesson.
22. Pupils must not be dismissed from the classroom until the end of the lesson. Pupils should **never** be sent from a lesson 'early' as a reward for good behaviour.
23. Pupils should be **dismissed in an orderly, controlled manner**.
24. Chairs should be put in place and the **room left tidy**.
25. **N.B.** Pupils should **not be detained at the end of a lesson** unless followed by break or lunch time. To do so, can have a negative impact on the next lesson when the pupil/s arrives late. Staff should arrange an alternative time if they wish to counsel a pupil.

Duty Officer

26. If the Duty Officer is called to the lesson to deal with a pupils' behaviour, the pupil will be removed from the lesson and placed in the 'Reset Area'. The aim of this is to allow the pupil time to reset emotionally/behaviourally and return to the next lesson. The pupils phone is confiscated while they are in the 'Reset Area' and the pupil will given an SLT detention the following day for being removed from the lesson.
27. If the pupil is removed for more serious behaviour then they could remain in Internal Isolation for the remainder of the day or receive a fixed-term exclusion.

Repeated Offenders

28. Pastoral Teams will monitor the behaviour of pupils across subjects through Classcharts intelligence notifications (automatic email notifications).
29. Pupils who repeatedly display poor behaviour will be dealt with by the Pastoral teams in line with our Schools Behaviour - Graduated response (Appendix 1).
30. Repeated offenders will be placed on a 2 week monitoring period and the next steps are decided upon its completion.
31. Parental/Carer meeting will be arranged to discuss behaviour and next steps.

Toilet Use

32. Pupils will be allowed to access the toilets during lessons but only when completely necessary.
33. Toilet use will be recorded, monitored through Classcharts.

4B. BEHAVIOUR FOR LEARNING POLICY – OUT OF -SUBJECT BEHAVIOUR

Form-time

1. Pupil are expected to attend form on-time (8:40am) dressed in school uniform with the equipment and learning materials required for that day.
2. Form tutors will mark the register, check uniform and equipment, complete the timetabled daily activity and promote the theme for the week.
3. Any issues with punctuality, uniform or equipment will be dealt with initially by the form tutor (check ins, warn & inform, low-level sanction). Persistent issues will be referred to the Pastoral Team for that Year group.
4. Pastoral Teams to deal with repeated offenders using the Behaviour for Learning Policy.

Assemblies

5. Each year group will have one assembly a week, alternating between Pastoral Leaders and SLT.
6. Assemblies, particularly the 'Reset Assemblies' held at the start of each half-term will be used to reinforce standards of behaviour. Other assemblies will focus on keeping pupils safe,
7. Celebration assemblies at end of each half-term will be used celebrate and reward pupils who displayed good behaviour during the half-term.

Breaktime & Lunchtime

8. Pupils are expected to follow the 'Be Bryntirion' code of conduct during breaktime and lunchtime.
9. Any poor behaviour during breaktime and lunchtime will be reported to and dealt with by the Pastoral Teams. This will then be dealt with as per the Behaviour for Learning Policy.
10. During breaktime teaching staff are expected to be on duty at their designated area as per the whole school duty rota.
11. SLT are on duty during breaktime and lunchtimes in the main areas of the school (canteens and main yard areas).
12. Pastoral Teams will monitor year groups in their designated block.

Before & After School.

13. Pupils are expected to follow the 'Be Bryntirion' code of conduct while they travel to and from school (dressed in school uniform) and when attending extra-curricular clubs & activities.
14. SLT are on duty before and after school at the main entrance (before) and main exits (after) to ensure safe exit/entry.
15. The school gates are locked between 2:50pm and 3:10pm so no vehicles can enter or leave the school site. **There is no vehicle movement allowed on site during this time.**

School Trips/Events

16. Pupils are expected to follow the 'Be Bryntirion' code of conduct while on all school trips.
17. Pupil behaviour during the trip is the responsibility of the accompanying members of staff.
18. Any incident which is deemed to place other students or adults in danger will result in an immediate removal (if possible) of the student from the trip/visit and a fixed term exclusion.

5 - RECOGNITION AND POSITIVE REWARDS

1. All staff are expected to praise and reward good behaviour, effort and attendance/punctuality.
2. Recognition and celebration of pupil achievements (inside and outside of school) should be done as frequently as possible.
3. Assemblies, school bulletins, magazines and school social media should be used as platforms to celebrate pupils achievements.
4. Pupils are rewarded by the following;
 - Verbal praise, in a variety of contexts (e.g. on an individual or class basis)
 - Collective or individual praise in assemblies (e.g. good behaviour during an off-site School visit)
 - Achievements recognised and published on social media
 - Stamp, stickers, comments in books
 - Displaying pupils work
 - Recognition boards
 - The earning/obtaining of 'Merits' on Classcharts. They are awarded for:
 - ✓ Being Respectful
 - ✓ Good/Consistently Good Behaviour
 - ✓ Good/Consistently Good Effort
 - ✓ Good/Consistently Good Classwork
 - ✓ Good/Consistently Good Homework
 - ✓ Being Ready to Learn
 - ✓ Good Attendance
 - ✓ Form Tutor Award
 - ✓ Fab Friday
 - ✓ Subject-related Awards.
 - ✓ Extra-curricular Activities
 - Written or verbal or telephone communication with home praising high standards of behaviour
 - Non-uniform days and end of year outings, which reward high standards, including behaviour
 - 'Postcards of Praise' sent home if students have worked particularly hard
 - Headteacher's letter/Hot Chocolate.

Staff should always try to emphasise positive behaviour. The key aspect of Positive Discipline is the emphasis on positive reinforcement of good behaviour. We need to acknowledge, highlight, promote and praise good behaviour, not just take it for granted. Informing parents of good behaviour can be motivating for pupils.

Our primary focus, whenever possible, is to encourage, praise and reward pupils within a positive ethos in the school. In turn, we must deal effectively with the small proportion of pupils who do not conform to our standards.

6 - SANCTIONS

Although rewards are central to the encouragement of good behaviour, realistically there is a strong need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the School community.

The use of sanctions should be characterised by two features:

1. It must be clear why the sanction is being applied.
2. It must be made clear what changes in behaviour are required to avoid future punishments (restorative approaches).
3. Sanctions may include the following:
 - Check ins – informal discussions about behaviour.
 - Call-backs, Reflections and SLT Detentions.
 - Withdrawal of privileges.
 - Referral to Subject Leader, Head of Year, SLT.
 - Internal Isolation (Days & Lessons)
 - Letter or phone call to parents/carers
 - Meeting with parents/carers
 - Placing on Behaviour monitoring.
 - Fixed-term Exclusion from the School (Headteacher decision only)
 - Referral to the School's Governing Body (PDC)

Sanction	Description	Possible Pupil behaviours/actions
Check In (Informal)	A brief restorative conversation with class-teacher.	<ul style="list-style-type: none"> • Following repeated Ready, Respectful or Safe warning/individual incident/increase in warnings.
Level 1 Call-back (10min)	A restorative meeting at breaktime (Using restorative script - brief questions)	<ul style="list-style-type: none"> • Lack of classwork/effort • Low level disruption (talking etc.) • Lack of equipment • Lateness/Punctuality
Level 2 Call-back (20min)	A longer restorative meeting at Lunchtime/Afterschool (Using restorative script-extended questions).	<ul style="list-style-type: none"> • Failure to attend first detention/persistent level 1 behaviour following sanction • Low level defiance • Disrupting learning of others • Not following instructions

<p>Level 3 - Reflection (30min)</p>	<p>After school with the HOY/HOD/Allocated Teacher (Using restorative script - extended questions).</p>	<ul style="list-style-type: none"> • Failure to attend first detention/persistent level 1/2 behaviour following sanction • Moderate Defiance • Ongoing disruption of learning • Any behaviours that you feel do not meet the threshold to call a duty officer
<p>SLT Detention (60min)</p>	<p>Pupils attend a 60 minute detention after-school (Tues/Wed/Thur) - Complete restorative sheet - staff to attend first 10min.</p>	<ul style="list-style-type: none"> • Failure to attend first detention/persistent level 1/2 behaviour following sanction • Serious Behaviour incidents. • Duty officer withdrawal from lesson. • Truancy.

Sanctions

4. Level 1 & 2 Callbacks will be scheduled for Breaktime and Lunchtimes. Pupils will still have sufficient time to access the school toilets and canteen.
5. Level 3 Reflections are scheduled for 30 minutes after-school (3:00pm-3:30pm). Pupils will be given 24 hours notice and parent/carers will be emailed.
6. SLT Detentions are scheduled for 60 minutes after-school (3:00pm-4:00pm). Pupils will be given 24 hours notice and parent/carers will be emailed.

Escalation of Sanctions

7. If a pupil fails to attend an awarded sanction then the sanction will be escalated to the next level and could involve a longer more significant sanction.

Restorative Approaches

8. During the sanction the member of staff will employ restorative approaches with the pupil to educate them about the impact of their behaviour on themselves and others. Staff will use the restorative script to support this (Appendix 3)

Internal Isolation

9. Internal Isolation is used for learners who have been involved in a serious incident or failed two attend two SLT detentions.
10. A student is placed into Internal Isolation area for part of a day or full day including break or lunchtime. The pupil will be supervised during break and lunchtime but will have access to the canteen and toilet facilities. Their phone

will be confiscated for the duration of the isolation. If the pupil fails to cooperate during Internal Isolation then this could lead to a fixed term exclusion.

Removal of Rewards

11. When a student's behaviour falls short of the standard expected for Bryntirion Comprehensive School Students they may not be permitted to represent the school at events or join external trips.

Pre-Exclusion Letter

12. A pre-exclusion letter is issued for significant breaches of the Behaviour for Learning Policy and states that if this behaviour is repeated then it would result in a Fixed-term exclusion. Usually, the letter is accompanied with another sanction (SLT Detention or isolation).

Fixed term exclusions (FTE)

13. FTE are given for a set number of days and can only be authorised by the Headteacher. Parents receive a formal notification letter.
14. Students may receive a fixed term exclusion for:
 - Refusal to work in Internal isolation
 - Walking out of Internal Isolation
 - Aggression (physical or verbal) towards staff or students
 - Damage to property
 - Serious incidents of defiance.
 - Dangerous behaviour.
 - Assault on another pupil
 - Attending school under the influence of drugs/alcohol.
 - Persistent poor behaviour and disregard for school rules/regulations.
 - Any other behaviour which the school feels that an FTE is the appropriate sanction
15. In the case of one or more exclusion totalling between 5 and 15 days in one term the parents or the learner can ask for a meeting of the governing body's pupil disciplinary committee to consider the exclusion(s). In the case of exclusions totalling more than 15 days in one term the governing body committee must be convened. It may also decide to meet to consider a student's future in the school, even if the 15 day threshold in one term is not reached, if a student has multiple fixed term exclusions in a school year.
16. The maximum length of time a student can be given fixed term exclusion is 45 school days in a school year, which can be in one period or for shorter periods.
17. All pupils returning from exclusion and their parent/carers will attend a return to school meeting. At this meeting the pupils return to school is discussed and

if need be 'return to school conditions', 'Pupils Safety Plan' or Behaviour Action Plan could be put in place.

Managed Moves and Permanent Exclusion

18. If all other sanctions have failed, the school can consider with the local authority exclusion team whether the student and their parents are invited to agree a managed move to another school. Such a move can offer the student a fresh start and help ensure the continuity of their education.
19. If consideration of a managed move fails the headteacher can permanently exclude a learner. The headteacher can also permanently exclude a pupil for a single, dangerous offence such as
 - arson
 - physical assault on another pupil or a member of staff
 - supplying an illegal substance to other pupils
 - sexual abuse or assault
 - carrying an offensive weapon.
 - Any other behaviour which the school, in conjunction with the WAG guidance, feels that a permanent exclusion is the appropriate sanction.
20. If a permanent exclusion takes place the Governing Body Pupil Discipline Committee must meet to decide whether to uphold the exclusion.
21. Where antisocial, disruptive or aggressive behaviour is frequent and recurs and these sanctions have not brought about any improvement, it may be necessary to refer students to other agencies (i.e. CART/ Educational Psychologist) to receive specialist help.

Bryntirion Graduated Response

22. The graduated response for behaviour will be used for all pupils (Appendix 1).
23. As the pupil progresses through the graduated response the level of support and intervention for their behaviour will increase.
24. If this support/intervention doesn't improve their behaviour then external agencies will become involved (e.g. CART Team).
25. If the pupils gets to the end of the graduated response and there is no improvement in their behaviour then an application to the BCBC Access to Education panel will be made.

Communication with Parent(s)/Carer(s)

26. Bryntirion Comprehensive School gives high priority to clear internal communication and to a positive partnership with parents and carers, since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a student is giving cause for concern it is important that all those working with that student in the School are aware of those concerns, and of the steps, which are being taken in response. The key staff

in this process are the Pastoral Leaders who has the initial responsibility for the student's welfare and the SLT link.

7 – ADDITIONAL SCHOOL RULES

Mobile Devices

1. It is strongly recommended that mobile phones be left at home. The school cannot accept responsibility for the loss or damage to such equipment.
2. Mobile devices/phones must not be seen or heard in any lesson at anytime (zero tolerance). They must be switched to silent and stored in school bags. If the device is seen or heard then it will be confiscated as per the Mobile Device policy (Appendix 2)
3. Mobile devices are allowed to be used at breaktime and lunchtime for appropriate use only (e.g. TEAMS, ClassCharts etc.).
4. Serious misuse of a mobile device could result in significant sanction.
5. • Headphones are not be to seen or worn at anytime during the school day.

School ICT Usage

6. All pupils will agree to a school ICT usage policy.
7. All pupils will use ICT equipment and software safely and appropriately.
8. Inappropriate use could lead to their access to ICT being restricted and possible further sanctions to.

Bullying

9. We have a zero tolerance approach to bullying which outlined in the schools Anti-Bullying policy.

Smoking/Vaping

10. Bridgend County Borough Council and Bryntirion C.S does not allow the smoking of any nicotine substances/e-cigarettes/vaping on the school premises or inside the school building.
11. Incidents of smoking/vaping will result in the pupil being given an SLT detention and a pre-exclusion letter sent to the parent/carer. Repeated offences could result in a fixed-term exclusion.

Substance / Alcohol Misuse/Weapons

12. We do not allow anyone to be under the influence, in possession of or distributing alcohol / illegal drugs on the premises in accordance with the Misuse of Drugs Act 1971.
13. Any illegal drugs/alcohol/weapons found, or confiscated, on premises will be disposed of appropriately and the police will be contacted.
14. Any learner under the influence of drugs or alcohol or possession of a weapon will be issued with an Internal Isolation or a Fixed Term Exclusion.

15. Any learner found distributing or dealing illegal substances/alcohol will be permanently excluded.
16. Pupil are prohibited to carry any weapons or objects that could be used as a weapon. The school has the discretion to decide whether an object is safe or not. Any unsafe objects will be confiscated.
17. If we believe the pupil is in possession of illegal substances/alcohol/weapons then we will conduct a search of the pupils belongings. Only the headteacher, or a member of staff authorised by the headteacher, will carry out a search in accordance with the necessary guidance.

Damage to School Property

18. All damage to the school and or its property will incur a sanction. The sanction issued will range from internal isolation to permanent exclusion.
19. Incidences of deliberate serious vandalism/damage of school property will also be reported to the Police.

Inappropriate Language Used in School

20. We do not tolerate the use of inappropriate and unacceptable language in or around the learning environment. Learners who choose to use inappropriate or unacceptable language, depending on the severity of the incident will be issued with a sanction ranging from a discussion with senior staff to permanent exclusion.
21. Swearing directly at a member of staff will result in a fixed term exclusion.
22. Any form of serious discrimination will be reported to BCBC Discrimination unit and the Police.

School Uniform

23. School Uniform is compulsory for all pupils. If learners are not wearing the correct clothing the school reserves the right to confiscate any inappropriate items. All learners in Years 7 to 13 must wear the correct school uniform when travelling to and from school and during the school day. If an off-site event requires non-school uniform to be worn, details will be communicated with parents.
24. Learners in Years 7 to 11 must wear:

Autumn & Spring Uniform

- White shirt
- School tie
- Black trousers or skirt
- Black school jumper or cardigan with school logo
- Black school shoes
- Black socks or opaque tights
- Coat

Summer Uniform

- White school polo shirt (instead of White shirt)
- Black tailored shorts (instead of Black trousers or skirt).

Physical Education Uniform

- Green skorts
- One piece swimsuit
- School rugby top
- Football / rugby boots
- Swimming trunks / shorts

Sixth Form

- Black Blazer instead of school jumper.

Jewellery

25. For Health and Safety reasons we only allow learners to wear one pair of studded earrings in the lower lobes one stud in each ear lobe. Hooped earrings, stretchers and flesh tunnels are not allowed, although the school appreciates, there may be a need for certain learners to wear plugs.
26. For Health and Safety reasons we only allow learners to wear one pair of studded earrings in the lower lobes with one stud in each ear lobe. A single stud may be worn in a nostril. Hooped earrings, nose or nostril rings, stretchers and flesh tunnels are not allowed, although the school appreciates, there may be a need for certain learners to wear plugs.
27. No other facial or body jewellery is allowed (nose rings, tongue, lip, eyebrow, belly button etc). The school will not be responsible for any injury caused by a body piercing. All jewellery brought into school is at a learner's own risk.
28. In extreme circumstances where the learner refuses to remove unacceptable jewellery the learner will be placed in Internal Isolation

Hair

29. Hair should be a natural colour. Hairstyles must not be extreme. The school will decide what is extreme and if you are in any doubt about your child's hairstyle, please check with the school.
30. Shaved designs in hair or shaved eyebrows are not permitted.

Make-up

31. Make-up is only allowed if it is very subtle and is applied minimally. The school reserves the right to make that judgement, and we will ask learners to remove excessive makeup.

Valuables

32. It should be clearly understood that all items of personal property are brought on to the school premises at the owner's risk. The school cannot be held

responsible for any losses incurred and no claims for reimbursement for any losses sustained will be entertained.

Movement around school

33. Movement within the school buildings and on site should be carried out in an orderly manner with no running and no pushing. Students should walk on the LEFT in corridors and on stairs, and bags should be carried in a manner that has consideration for the safety of others.
34. All pupils must follow the one way system, particularly when entering blocks, exiting blocks and going up and down stairs.
35. Only members of staff and Sixth form pupils can access the catwalk between blocks.

8 – PHYSICAL INTERVENTION & POSITIVE HANDLING POLICY

1. Aims

- **Promote a Safe Environment:** Ensure a safe, supportive learning environment for all pupils and staff by managing challenging behaviour effectively.
- **Minimise Physical Intervention:** Use de-escalation strategies and positive behaviour management to reduce the need for physical handling whenever possible.
- **Protect Pupils and Staff:** Safeguard the physical and emotional well-being of all individuals involved by utilising positive handling techniques as a last resort. This approach should only be applied when it is **proportionate, reasonable, and necessary** to prevent harm.
- **Ensure Compliance with Legal Guidelines:** Align with relevant legislation and guidance, such as the Welsh Government's Safe and Effective Intervention framework, ensuring that all actions are lawful and proportionate.
- **Provide Training and Support:** Ensure staff are properly trained (e.g., in Team Teach) to manage challenging situations safely and confidently.
- **Encourage Positive Relationships:** Foster trust between staff and pupils through respectful, supportive interactions that prioritise resolution over conflict.
- **Accountability and Transparency:** Ensure incidents involving physical intervention are recorded, monitored, and reviewed to promote accountability and continuous improvement.

2. Definitions

- **Physical Intervention:**
Involves minimal force, such as guiding a pupil by the hand, arm, or shoulder to divert them from disruptive or harmful behaviour.
- **Positive Handling:**
Refers to the use of physical intervention in specific, controlled circumstances.

3. Training:

Positive Handling & Intervention training (**Team Teach**) will be provided to designated staff. No staff member is expected to engage in positive handling without this training.

4. Use of Physical Intervention (Guidelines from Welsh Government):

Physical contact or restraint may be used to:

- Prevent attacks or fights between pupils or staff.
- Prevent serious, deliberate damage to property.
- Stop harm caused by accident or rough play.
- Ensure a pupil leaves a room when refusing to follow instructions.
- Prevent disruption during lessons, sporting events, or school visits.

5. Safety Plan (Positive Handling Plan)

For pupils displaying challenging or dangerous behaviour, a **Safety Plan** will be implemented to ensure the safety and well-being of both the pupil and staff. This plan will be shared on **Classcharts** and include the following key aspects:

- **Risk Assessment:** Identifying triggers and patterns to prevent escalation.
- **De-escalation Strategies:** Tailored techniques to manage behaviour before it escalates.
- **Positive Handling Protocols:** Clear guidelines on appropriate interventions, used only by trained staff.
- **Parental Involvement:** Parents are informed, involved, and updated regularly.
- **Post-Incident Review:** Evaluating the effectiveness of the plan after incidents.
- **Monitoring:** Regular reviews by the Head of Year (HOY) or Assistant Head (AHOY) to ensure effectiveness.

The plan aims to manage behaviour safely and proactively, reducing the need for physical intervention.

6. Recording Incidents:

When positive handling is used, a **Physical Intervention incident record** (Appendix 4) must be completed, which will include:

- Pupil's name.
- Date, time, and place of the incident.
- Brief description of events and actions taken.
- Attempts to de-escalate the situation.
- Witness names.
- Damage or harm caused to persons or property.
- The person who informed the parents.
- Summary of actions after investigation.



This record is saved on the pupils 'My Concern', and incidents are monitored to ensure proper procedures are followed and to identify patterns or trends.

7. Behaviour Monitoring:

Monitoring helps evaluate trends and alert staff to any pupil whose behaviour may require ongoing intervention through positive handling.

9- APPENDIX

Appendix 1

Bryntirion Inclusive Graduated Response (Pastoral)  Ysgol Gyfun Bryntirion  Bryntirion Comprehensive	
Pastoral (HW/MV/MS)	
Universal Provision - Provision for all pupils at Comprehensive School	Progression to next Level
1. All Pupils 2. Behaviour for Learning Policy 3. Monitored by all class teacher/Subject Leader. 4. Level 1-3 Restorative sanctions (All staff).	Behaviour incidents increase Significant Behaviour Incidents Concerns raised by staff/Parent/carers.
Level 1 - Behaviour Discussion	Progression to next Level
1. Initial discussion with pupil & parent/carer if needed. 2. Level 2/3/4 Sanctions (HOD HOY/AHOY)	Repeated offenders No improvement in behaviour/attitude/engagement
Level 2- Behaviour Monitoring	Progression to next Level
1. Pupil - Repeated Behaviour discussed with pupil (identify possible reasons/triggers) 2. Parents/carers updated and notified of monitoring period - PM arranged to discuss outcome of monitoring . 3. 2 week monitoring period (CC) - Monitored by Pastoral Team (Sims/CC updated. 4. OPP completed and uploaded to CC prior to monitoring period 5. PM at the end of the monitoring period to discuss progress and next steps. . 6. Discuss with SLT Link at Pastoral/ALN Link meetings.	No improvement in behaviour inside and/or outside of the classroom.. Lack of engagement in lessons. Significant behaviour incidents.
Level 3 - Behaviour Action Plan	Progression to next Level
Behaviour Action Plan Meeting (PL/SLT/Pupil/Parent/Carer) - discuss possible reasons/triggers. Identify targets and interventions/support strategies (Can be done at L2 PM) Behaviour Action plan - Uploaded to <u>Classcharts</u> . Behaviour Action plan - Review at 3 weeks and 6 weeks. Safety Plan put in place if required and shared on <u>Classcharts</u> . Discuss with SLT Link at Pastoral/ALN Link meetings.	Pupil doesn't make sufficient progress towards targets. Lack of engagement with interventions/support strategies Significant behaviour incidents.
Level 4 - IDP (BESD)	Progression to next Level
1. Discussed at ALN Link Meeting 2. PCP Meeting arranged 3. IDP & ALPS identified 4. CART Referral made. 5. Discuss with SLT Link at Pastoral/ALN Link meetings.	Pupil doesn't make sufficient progress towards targets. Lack of engagement with interventions/support strategies Significant behaviour incidents.
Level 5 - A2E Panel/Alternative Provision	
1. Alternative Provision 2. EOTAS/Bridge/YBC	

Appendix 2

MOBILE DEVICES POLICY

- Mobile devices/phones **must not be seen or heard in any lesson at anytime (zero tolerance)**. They must be switched to silent and stored in school bags.
- Mobile Phones are permitted to be used appropriately at break and lunchtimes to access school-based electronic platforms (e.g TEAMS, Classcharts etc.).
- Headphones are not to be seen at anytime during the school day.

How to apply the Policy

On the **first** infringement in a classroom setting (mobile device seen or heard), the mobile device will be confiscated by the teacher the teacher will notify the office and the phone will be collected from the classroom and stored in a secure place for remainder of day.

The student will be able to collect the mobile phone at the end of the school day, and a record will be made of the incident (Classcharts).

If a pupil refuses to allow confiscation of a mobile device (in a classroom) following a request from a member of staff, **a duty officer will be called (via 401/Classcharts)**

If a pupil refuses to allow confiscation of the mobile device by the duty officer the pupil will be excluded from school and will not return until a parental meeting is arranged.

The device will be confiscated by the Duty Officer and stored in a secure place for the remainder of the day. Recorded on Classcharts The pupil will automatically be placed in SLT Detention for defiance and the device will only be returned to pupils at the end of the day.

.....
A **second** infringement, the same process will be applied but will now trigger a parental meeting with HOY.

.....
Any further infringements of the mobile phone code of conduct may result in a confiscation of their device while on school premises for a fixed-term or permanent basis.

In exceptional serious circumstances the Head teacher or senior member of staff may confiscate, retain and hand over a mobile phone to the police or appropriate external agency. In such cases the school will contact parents at the earliest opportunity.

Appendix 3

Behaviour for Learning - Restorative Conversation Script

When conducting a Level 1-3 Sanction use the following script to have a restorative conversation with the pupil. The aim of the script is give structure to the conversation. These are simply suggestions and should only be used to help inform your conversation. Depending on the length of the detention you may not need to use each 'Stage'.

Stage	Section
1	<p>TIMEOUT Give pupil time to calm/reset/settle/accept in the sanction (length of time will depend on sanction - longer the sanction = longer timeout).</p> <p><i>Example - "Thanks for attending the call back Lewis, have a seat and we will have a chat in a moment."</i></p>
2	<p>STARTING THE RESTORATIVE CONVERSATION: Possible Questions - What happened? Why are we here?</p> <p><i>Example - "Why do you think I've called you back here today?"</i></p>
3	<p>DEVELOPING THE RESTORATIVE CONVERSATION: Possible Questions - What were you thinking of at the time (of the incident/reason we are here)?</p> <p><i>Example - "Why did you choose to behave in that way?" "Can I ask why you chose not to do the task that was set?"</i></p>
4	<p>FURTHER REFLECTION: Possible Questions - Who do you think has been affected/impacted by what you did?</p> <p><i>Example - "What has happened as a result of you not getting involved with the task?"</i></p>
5	<p>MAKING AMENDS: Possible Questions - What could you do to put this right?</p> <p><i>Example - "I want us to work together to make sure this doesn't escalate any further." "How could you put this right?"</i></p>
6	<p>Agree the "WAY FORWARD" Set targets/strategies for the next learning opportunity</p> <p><i>Example - "I'm really pleased we've been able to sort this out Lewis. So, next lesson we are going to..."</i></p>
7	<p>REFLECTION TIME Allow pupil time to reflect on conversation.</p> <p><i>Example - "Ok, thank you for the conversation Lewis. I now want to you sit there for the rest of time together and think over the conversation we have just had."</i></p>

Appendix 4

Physical Intervention & Handling Incident Recording Sheet

Please either type or complete the following form using black ink

Within 24 hours of the restraint taking place, please ensure that a signed copy of this form is:

- Saved on the child's school file (My Concern)
- If appropriate saved on the child's safeguarding file

Basic Information

Name of School			
Name of Pupil		D.O.B	
Location of Incident		Date of Incident	
Time of Incident		Duration of Restraint	
Full names of staff involved			
Names of staff/pupils who witnessed the incident			

Reason for Intervention – please delete as appropriate

Risk of personal injury to pupil	Yes / No
Risk of injury to another person	Yes / No
Risk of significant damage to property	Yes / No
Compromising good order and discipline	Yes / No
At risk of committing criminal offence	Yes / No

Details of the Incident

What happened prior to the incident – please list any triggers	
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Description of the incident <ul style="list-style-type: none"> • Where did incident start • What was happening at the time • what action was taken to try to de-escalate the situation 	
--	--

Level of Risk – please delete	Low / Medium / High
--------------------------------------	---------------------

Tick and/or describe precisely what the risk was					
Verbal Abuse		Slap		Punch	
Bite		Pinch		Spit	
Kick		Hair Grab		Neck Grab	
Clothing Grab		Body Holds		Arm Grab	
Throwing Objects		Weapon		Other	
Other:					
Who was at Risk?					

Method of Physical Intervention

How was the pupil held? <ul style="list-style-type: none"> • Name of hold • Number of adults 	
Has the pupil been physically restrained before? <ul style="list-style-type: none"> • Please indicate dates 	

Outcome of Incident

Was anybody Injured? <ul style="list-style-type: none"> • Who was injured 	
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<ul style="list-style-type: none"> • Nature of injuries • Treatment required 	
--	--

Follow up action

<p>Were other agencies contacted?</p> <ul style="list-style-type: none"> • Medical Staff • Children’s Services • Education Safeguarding (LAC) • Police 	
<p>Parent/Carer informed</p> <ul style="list-style-type: none"> • Method of contact • Time • Date 	
<p>Debrief discussion with pupil</p> <p>If yes, please summarise discussions. Please indicate the child’s views.</p> <p>If no, please explain why not.</p>	Yes / No
<p>Debrief discussion with staff</p> <p>Please list any actions required.</p>	Yes / No

<p>Name of professional carrying out restraint and completing this form</p>	
<p>Designation and signature</p>	

Head Teachers signature	
Date	