

The Maelor School



Behaviour Policy

Author	LEY/SCH
Approved by the Governing Body	July 2025
Review date	July 2026
Review date for the Governing Body	September 2027

Purpose

The Behaviour Policy at The Maelor School aims to provide a thriving, respectful, caring and aspirational learning environment, built upon the school's values. We are relentless in our pursuit of high standards and expect all pupils to have pride in the school and be determined to succeed. All members of the school community are expected to adhere to and understand the rules to create a calm and safe environment.

Positive attitudes and behaviour are celebrated and rewarded, however, on occasions when a pupil's behaviour falls short of expectations, we will implement behaviour management processes. At The Maelor School, our pupils are encouraged to be self-motivated and independent in order to prepare for the world of work. We promote positive behaviour management strategies, restorative practices, and the importance of fostering good relationships between staff and pupils:

- To provide straightforward behaviour systems for all stakeholders to understand
- To establish and reinforce behavioural patterns through clear expectations
- To use positive interventions to promote behavioural change
- To foster positive attitudes of respect, self-discipline and confidence
- To encourage Parents/Carers to support the school in implementing this policy

Terminology

Behaviour: links to both positive and negative behaviour

Negative behaviour: behaviour that does not follow the rules and expectations of The Maelor School

Positive behaviour: behaviour that follows the rules and expectations of The Maelor School, and at times where pupils may go 'above and beyond'

Guidance that Informs Our Policy

- Equality Act 2010
- UN Convention on the Rights of the Child (UNCRC)
- WG Guidance on Exclusions
- Welsh Government guidance document 097/2013: 'Safe and Effective Intervention'. Under the Department for Education 2022 (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>),

Linked Policies/Procedures

- Parent/Carer Code of Conduct
- Mobile Phone Procedure
- Anti-Bullying Policy
- Anti-Racism Policy
- Safeguarding Policy
- ALN Policy
- School Travel Behaviour Code

Roles and Responsibilities

The Governing Body

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

Staff

Staff are a constant presence around the school, in between classes, during breaks in the school day, and at lunch times, to check that pupils are using the school grounds respectfully and behaving appropriately. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Assistant Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. The procedures will be monitored by the Headteacher via the Assistant Headteacher (Pastoral) to ensure they are consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Pupils

The school expects all of its pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors for our school even when off school premises, and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions from staff, and accept and learn from any sanctions that they receive.

All pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils will also be encouraged to take responsibility for their social and learning environment, making it both safe and enjoyable by reporting all undesirable behaviour.

Parents/Carers

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

Parents are also expected to adhere to The Maelor School's Parent/Carer Code of Conduct.

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

- ✓ Punctuality is essential, ensure adherence to timetabled times, including the start of the school day
- ✓ Full school uniform is to be worn at all times, and presentation must be smart, including when travelling to and from school
- ✓ Rude, derogatory, racist, homophobic, or defamatory language will not be tolerated
- ✓ Be considerate of your peers and the extended community
- ✓ Be considerate during lesson time, follow the teacher's instructions the first time
- ✓ Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the school, and to members of the general public
- ✓ Take care of your environment, do not litter and do not vandalise property in any way
- ✓ Defying or being disrespectful to staff is not tolerated
- ✓ Bullying behaviour of any kind is not tolerated

Behaviour inside the classroom

The Classroom Code

This Code will be displayed in **all** classrooms. It will be made clear to all pupils that they are expected to follow the code. This needs to be reinforced by all staff in a positive way.

Staff should:

- Meet and greet their class at the classroom door
- Ensure a starter is completed promptly following the Maelor Method

Pupils should:

- Arrive on time to lessons
- Be in correct uniform (coats only to worn when outside the building)
- Bring all the correct equipment
- Line up outside the room in single file and enter when told to do so by the member of staff
- Enter the room sensibly and go straight to their workplace
- Put bags safely away under chair or desks (not on desks), keeping aisles free of clutter
- Remain silent and seated while the register is being taken (except when their name is called)
- Follow the teacher's instructions the first time
- Listen carefully to the person who is meant to be speaking
- Respect others
- Keep noise to an acceptable level, allowing others to concentrate.

During Lessons

- When the teacher is talking to the whole class, pupils should remain silent and concentrate.
- Pupils are expected to work sensibly with their classmates and respect others' ideas and suggestions.
- It is the teacher who decides where the pupils sit
- Pupils must not leave a lesson without a note from their teacher

End of Lessons

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

Discipline

Our Positive Assertive Discipline Policy defines our clear expectations of pupils' behaviour, the rewards for following the code and the consequences of failing to comply. The 4 consequences are applied in sequence, beginning with a verbal warning and progressing through interim measures to a phone call home, lunchtime detention and finally exclusion from the classroom to spend a period under individual supervision in the 'On Call' room.

In this way, we hope to minimise lesson disruption and create an even more positive classroom atmosphere. We wish to underline our support for the rights of the majority to maximise their learning opportunities.

Positive Assertive Discipline (PAD System)

In implementing Positive Assertive Discipline, we wish to show pupils that good behaviour is rewarded and that poor behaviour is not.

It is important that all staff stress the positive so that poor behaviour is discouraged, and when it does occur, it is dealt with clearly and simply without forming the central focus of lessons. In doing so, we hope to teach pupils that it is through good behaviour that they can gain our attention and in this way the rights of all members of the school community can be protected.

Perhaps the most important aspect for the success of this policy is ensuring consistency. Nothing is more unsettling to children, particularly those whose behaviour is most challenging, than inconsistent application of rules and routines. Most research into pupils' perceptions of teachers concludes that the most valued and respected teachers are those who are seen to be fair, firm and with a sense of humour.

Staff should:

- ✓ Be at your door to greet pupils as they arrive so that they can enter your room promptly and do not contribute to corridor congestion (staff presence in the corridor will also improve corridor movement)
- ✓ Aim for a positive and timely start to the lesson
- ✓ Model good behaviour
- ✓ Ensure a fresh **start occurs every lesson**
- ✓ However, if a pupil has been verbally abusive towards a member of staff, a restorative conversation should be arranged prior to the next lesson by the Head of Department or Head of Year

Rewarding the Positive

Wherever possible, positive behaviour should be encouraged and praised. This can be achieved by:

- Initially, this can be done non-verbally e.g. by smiling.
- Next, it will need to be reinforced verbally (e.g. "Well done - I'm really pleased with the way you settled down to work quickly today").
- Issuing achievement points on BROMCOM
- Half-termly subject rewards - subject certificates
- Half-termly pastoral rewards from Form Tutors and Head of Years - certificates
- A positive phone call home by a member of staff
- Reward celebrations run by the Heads of Year at the end of each half term.
- End of Year rewards trips

- Praise postcards
- 'FOMO' week (two weeks before Christmas to increase attendance)

Discouraging Negative Behaviour

Managing Behaviour in lessons must have consistent classroom routines that promote good behaviour/attitudes to learning. Where behaviour contravenes the expected norms, we will implement a staged behaviour system.

Incidents of poor behaviour should be documented using the BROMCOM. Actions taken by the member of staff reporting the initial incident should be included. Accurate completion of the behaviour log provides information to support appropriate interventions and sanctions, as well as being a means of gaining an overall picture of a pupil's pattern of behaviour.

- Wherever possible, focus on positive behaviour rather than drawing attention to negative behaviour.
- However, negative behaviour must be dealt with otherwise it denies the teacher the right to teach and the other pupils the right to learn.
- Negative behaviour will be logged on BROMCOM, where parents will receive a notification that there has been a behaviour incident logged. Parents are notified as a matter of courtesy, not for approval.

Sanctions

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

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

- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

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

- Whether the sanction was proportionate in the circumstances.
- Any special circumstances which are known to the person imposing the sanction, including
 - a. the pupil's age.
 - b. any Learning Needs or Disability.
 - c. any religious requirement affecting him/her.

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

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

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

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

Sanctions are needed to respond to undesirable behaviour.

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

Sanctions that may be issued include:

- Detentions (break, lunch or after school) Detentions are non-negotiable. ALL pupils will complete all detentions set, parents/carers will be notified if a pupil is issued an after-school detention. If a pupil does not attend a detention, further sanctions will follow, which could include internal isolations, fixed-term exclusions and restorative work. **If a pupil fails to attend a detention for a disciplinary offence without a reasonable excuse, normally, a more severe sanction will follow.**
- Pupils may be placed on report for poor behaviour or poor punctuality, parents/carers will be notified.
- Pupils may be withdrawn from trips, visits, fixtures/tournaments, and parents/carers will be notified.
- Pupils may be placed in internal isolation for a set period (parents/carers will be notified). Pupils will work in silence whilst in Isolation. They will be given work to complete and will not leave the room unless supervised by a member of staff. They will have a supervised break and lunch. They will complete an intervention session with a member of the Pastoral team - this will focus on why they are in Isolation and how to modify their behaviour to avoid repeat sanctions. Pupils who spend time in Isolation may be placed on report and be monitored.
- In serious cases of poor behaviour, a pupil may receive a Fixed Term Exclusion. A back-to-school meeting will be held by a member of SLT or Head of Year with the parent/carer and pupil. The pupil may be placed on an Individual Improvement Plan or Pastoral Support Plan.

In extreme circumstances, a pupil may be **Permanently Excluded** from the school. These circumstances may include:

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

Behaviour Mapping and Interventions

If a pupil's conduct repeatedly breaks the rules, we will implement a series of strategies including:

- Meeting with parents/carers to ensure that improvement is seen in Stage 1 Report, Stage 2 Report, IBP or PSP
- Removal from teaching group(s) for a set period of time
- Implementation of Restorative Approaches
- Time set for a pupil to work within the 'On Call Room' room
- Liaison with ALNCO and/or external agencies
- Fixed term or permanent exclusion
- Governing Body Disciplinary Meetings

A decision to internally isolate or exclude a learner is taken:

- In response to continuous breaches of the school code of conduct
- In response to serious breaches of the school's behaviour policy
- Persistent truancy
- Persistent lateness to lesson
- Damage to property
- Failure to attend SLT/On Call detentions
- Smoking/vaping

Fixed term exclusions will usually be applied in the following circumstances, in line with the Welsh exclusion code:

- Physical assault against a pupil
- Physical assault against an adult
- Persistent disruptive behaviour, bullying
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Racist abuse
- Sexual misconduct
- Drug or alcohol misuse
- Damage
- Other

This is not an exhaustive list and other serious matters not listed may lead to a fixed term exclusion. **The Headteacher reserves the right to use their own discretion in the levying of exclusions.**

Where the conduct of a pupil is unlawful; school will inform the Police.

The following are examples of cases that will lead the school to seek a permanent exclusion.

- Serious actual or threatened violence against another learner or member of staff
- Sexual abuse or assault
- Racist abuse
- Bullying
- Supplying an illegal drug
- Use or threatened use of an offensive weapon
- Serious breach or breaches the school Pupil Discipline (Behaviour) Policy

Searching, Screening and Confiscation

Please see Welsh Government guidance document 097/2013: ‘Safe and Effective Intervention’. Under the Department for Education 2022 (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>), schools may confiscate, keep or dispose of pupils’ property as a disciplinary measure. Using searching, screening and confiscation powers appropriately is an important way to ensure that pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. Schools’ general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Searching with Consent

Staff may ask to search a pupil, it is enough for a member of staff to ask the pupil to, for example, turn out their pockets, or ask to look in a bag. Staff may ask to search a pupil as they may be suspected of carrying a mobile device, vape, or any other items for smoking. If consent is not given, contact with home will be made.

During exam season (both mock and external exams): The Maelor School may conduct a random search with any pupil on entry to the exam to ensure that all exam rules are being adhered to and pupils are not carrying any devices that may constitute as ‘cheating’.

Searching without consent (Wales) In Wales, section 550AA of the Education Act 1996, inserted under Section 45 of the Violent Crime Reduction Act 2006 (<https://www.legislation.gov.uk/ukpga/2006/38>), introduced a power for head teachers and other members of school staff to screen any pupil for a knife or other weapon, and search, without consent, a pupil whom they reasonably suspect is carrying a knife or other weapon. The Welsh Government (WG) commenced this power in October 2010. The statutory power to search applies where there are reasonable grounds for suspecting that a pupil has with them or in their possessions any of the following:

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

The power includes the power to search where there are reasonable grounds to suspect that a pupil is in innocent possession of a weapon. Where a member of the police conducts a search, it must be done in the presence of SLT or Pastoral Officer.

Confiscation

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Mobile phones will be confiscated if seen between school hours. Staff should hand the confiscated item to Reception and, where requested, complete the necessary information to identify the item, the date it was confiscated, the name of the pupil and the member of staff’s name.

Staff must not give the confiscated item to another pupil to hand in and must not leave the item in an insecure area at any time. Any item which staff consider to be dangerous or criminal i.e., drugs must be brought to the attention of a SLT member immediately. Items confiscated by the school can be collected by parent/carers except where the school has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, vapes.

Parent/Carers will be asked to collect their child's mobile phone at the end of the school day if three confiscations have occurred; any further confiscation of a mobile device will constitute a meeting between parents/carers and the relevant Head of Year. The school reserves the right to dispose of items not collected after one month.

Pupils travelling to and from school

The school has authority over but is not responsible for pupils travelling to and from school.

- Pupils should follow the published 'School Travel Behaviour Code'
- Unacceptable behaviour on the school bus will not be tolerated. If pupils are putting others' safety in danger they may be 'banned' from the bus for a period. This would result in parents/carers finding alternative transport to and from school during this time. In cases where severe behavioural misconduct happens, the sanctions provided in the Travel Code may be insufficient to address to the issue. In these cases, it may be more appropriate that a fixed-term or permanent exclusion sanction is used instead.

PAD System in the classroom

Initial response: Non-verbal (a frown, moving closer to the source of disruption etc.)

First warning: Following this, a verbal warning should be issued, indicating that the pupil has a choice regarding his/her behaviour. At this stage you should explain that if they have to be spoken to again they will be asked to step outside for a conversation with the teacher

Second warning: If the poor behaviour continues ask the pupil to step outside to give them some 'thinking time', after a couple of minutes step outside to attempt to understand the poor behaviour and how you may be able to support. The pupil now needs to be clear that the next step is to be moved to another class and there will be an instant detention. Emphasise again that it is their choice whether or not this happens.

Third warning: If the pupil continues to behave poorly the pupil will be moved to a 'Behaviour Buddy' (a member of staff on the same corridor). A phone call home will be made by the member of staff and the pupil will have an instant 15-minute detention with their class teacher/Head of Faculty. The pupil needs to be clear that the next stage will be removal to the Time Out Room and a 15-minute detention will be issued.

On Call Room: If the pupil has failed to follow the classroom code despite these 3 stages, he/she must be removed to the On Call Room. There will be work provided for the pupil when they arrive at the On Call Room. Pupils will have an instant 30-minute detention if they are on called from a lesson and again a phone call home will be made. The original class teacher will log this on BROMCOM.

Heads of Year and Heads of Faculty should check the On Call Room records through BROMCOM on a regular basis and follow up referrals will be made if necessary.

Removal to the Time Out Room is currently for one lesson only and pupils should be given the opportunity of a fresh start the next time they are in your lesson. However, if a pupil has been verbally abusive towards the member of staff a restorative conversation should be arranged prior to the next lesson by the Head of Department or Head of Year.

The need for positive behaviour should be stressed throughout and the pupil must be reminded that it is their choice to proceed to the next stage.

Sanctions and their Appropriate Use

It is the clear expectation of the governing body that actions of pupils which prevent effective learning from taking place will be punished. In the first instance, where appropriate, actions may lead to internal exclusion and contact with parents.

Warning and behaviour	Consequence
<p>First warning- Issue a verbal warning for someone who is causing low level disruption, distraction, interrupting, shouting out etc</p> <p>Give a warning and walk away</p>	<p>Be positive in your interaction when issuing a verbal warning.</p> <p><i>'This is your first warning for your behaviour, however, I know you can behave better than this. I hope I don't have to speak to you again if I do I will be asking you step outside'</i></p> <p><i>'You have some great answers but please stop shouting out and stopping others from contributing, that is a first warning'</i></p>
<p>Second warning - If a pupil continues with poor behaviour, ask the pupil to step outside to have some 'thinking time'. The teacher can then step outside after a couple of minutes to speak to the pupil to understand the problem.</p> <p>Ask the child to step outside and allow them a couple of minutes. Speak to the pupil calmly, trying to attempt to understand what the problem is and why they are behaving like this.</p> <p>Listen, talk calmly, give the pupil a final chance and re-enter the classroom</p>	<p>Issue a second warning, again, try to be a positive in your interaction;</p> <p><i>'I am going to have to ask your step outside, you can have a couple of minutes to think about what has not gone well in this lesson and then I will come out to talk to you'</i></p> <p><i>'Explain to me why you are choosing to behave in this way....'</i> <i>'Can you help me understand what is going wrong today...'</i> <i>'How can I help you to be more positive in this lesson....?'</i> <i>'Do you think you can come back in and be engaged in the work...?'</i></p> <p><i>'If I have to speak to you again I will be moving you to another classroom, you will have a 20 minute detention with me and I will be calling home. Let's go in and try again.'</i></p>
<p>Warning three - If a pupil continues with poor behaviour they must now be moved to a different classroom.</p> <p>Ask the pupil to follow you to the new classroom. Explain that they have a detention with you at lunchtime and you will be calling home.</p> <p>Talk calmly, walk them to their new room and explain to the teacher they will be joining them for the remainder of the lesson.</p>	<p>Issue a third warning, ask the pupil to pack their belongings with them and walk them to their new room. Make sure they have their work with them to continue in the new classroom.</p> <p><i>'Please pack your things away and follow me to your new classroom. You will need to come back to me at lunchtime for your detention. I will have to call home and inform them of your poor behaviour'</i></p>
<p>Warning four - On Call Room If the poor behaviour continues the 'new' teacher calls on call and informs them that this pupil will be on their way.</p> <p>The pupil is sent to the On Call Room and they are expected to turn up in a timely fashion.</p>	<p>Explain to the pupil that they are now on-called and will have to quickly make their way down to the On Call Room.</p> <p>The pupil will complete work in the On Call Room and have an instant 30-minute detention.</p>

Appendix 1 - Behaviour escalation

Class teacher / form tutor	Faculty detention	HOY	SLT	ONCALL	Internal Isolation	Fixed Term exclusion	Permanent exclusion
<ul style="list-style-type: none"> Uniform (FT) Equipment (CT and FT) Defiance (CT and FT) Disruptive behaviour (CT and FT) Third warning during lesson 	<ul style="list-style-type: none"> Continued defiance Continued disruptive behaviour Continued late to lesson Continued third warning during lesson 	<ul style="list-style-type: none"> Persistent uniform Persistent lack of equipment Persistent lateness Bullying (1st stage) 	<ul style="list-style-type: none"> Truancy Vaping Bullying (2nd stage) Persistent defiance Persistent disruptive behaviour Bus incident Damage Persistent misuse of mobile phone/ ICT Theft 	Any pupil that has been on called will have an automatic 30 minute detention	<ul style="list-style-type: none"> Bullying (stage 3) Persistent defiant or disruptive behaviour Harmful sexualised behaviour Homophobic remarks Persistent misuse of mobile phone/ ICT Persistent lateness Racist remarks Persistent third warnings Persistent on calls Persistent truancy Verbal abuse staff/peers 	<ul style="list-style-type: none"> Assault - staff or pupil Bullying Continued defiant or disruptive behaviour Harmful sexualised behaviour Homophobic remarks Persistent misuse of mobile phone/ ICT Racist remarks Persistent third warnings Persistent on calls Persistent truancy Verbal abuse aimed at staff 	<ul style="list-style-type: none"> Assault - staff or pupil Bullying Persistent disruptive behaviour Harmful sexualised behaviour Homophobic remarks Racist remarks Verbal abuse directed at staff
		All pupils to complete literacy and numeracy work throughout the detention					

Appendix 2 - Warning and consequence overview

PAD System	Warning and behaviour	Consequence
First warning	<p>Issue a verbal warning for someone who is causing low level disruption, distraction, interrupting, shouting out etc</p> <p>Give warning and walk away</p>	<p>Be positive in your interaction when issuing a verbal warning.</p> <p><i>'This is your first warning for your behaviour, however, I know you can behave better than this. I hope I don't have to speak to you again, if I do, I will be asking you step outside'</i></p> <p><i>'You have some great answers but please stop shouting out and stopping others from contributing, that is a first warning'</i></p>
Second warning	<p>If a pupil continues with poor behaviour, ask the pupil to step outside to have some 'thinking time', the teacher can then step outside after a couple of minutes to speak to the pupil to understand the problem.</p> <p>Ask the child to step outside and allow them a couple of minutes. Speak to the pupil calmly trying to attempt to understand what the problem is and why they are behaving like this.</p> <p>Listen, talk calmly, give the pupil a final chance and re-enter the classroom</p>	<p>Issue a second warning, again try to be a positive in your interaction.</p> <p><i>'I am going to have to ask your step outside, you can have a couple of minutes to think about what has not gone well in this lesson and then I will come out to talk to you'</i></p> <p><i>'Explain to me why you are choosing to behave in this way...'</i> <i>'Can you help me understand what is going wrong today...'</i> <i>'How can I help you to be more positive in this lesson....?'</i> <i>'Do you think you can come back in and be engaged in the work...?'</i></p> <p><i>'If I have to speak to you again, I will be moving you to another classroom, you will have 15-minute detention with me and I will be calling home. Let's go in and try again.'</i></p>
Third warning	<p>If a pupil continues with poor behaviour they must now be moved to a different classroom.</p> <p>Ask the pupil to follow you to the new classroom. Explain that they have a 15-minute detention with you/ Head of Faculty and you will be calling home.</p> <p>Talk calmly, walk them to their new room and explain to the teacher they will be joining them for the remainder of the lesson.</p>	<p>Issue a third warning, ask the pupil to pack their belongings with them and walk them to their new room. Make sure they have their work with them to continue in the new classroom.</p> <p><i>'Please pack your things away and follow me to your new classroom. You will need to come back to me at lunchtime for your detention. I will have to call home and inform them of your poor behaviour'</i></p>
On call	<p>If the poor behaviour continues the 'behaviour buddy' calls on call and informs them that this pupil will be on their way.</p> <p>The pupil is sent to the On Call Room and they are expected to turn up in a timely fashion. If they do not the sanction will increase.</p>	<p>Explain to the pupil that they are now 'on-called' and will have to quickly make their way down to the On Call Room.</p> <p>The pupil will complete work in the On Call Room and have an instant 30-minute detention.</p>

Appendix 3 - The Classroom Code (Pupil Friendly version to go in form rooms)

Staff should:

- Meet and greet their class
- Ensure a starter is completed promptly following our Maelor Method

Pupils should:

- Arrive on time
- Be in correct uniform
- Bring all the correct equipment
- Line up outside the room in single file
- Enter when told to do so by the member of staff
- Enter the room sensibly and go straight to their workplace
- Put bags safely away under chair or desks
- Stay quiet while the register is being taken
- Follow the teacher's instructions the first time
- Listen carefully to the person who is meant to be speaking
- Respect others
- Keep noise to an acceptable level, allowing others to concentrate.

During Lessons

- Pupils should not speak when their teacher and peer is.
- Work sensibly with their classmates
- Respect others ideas and suggestions
- The teacher decides where the pupils sit - follow your seating plan
- Pupils must not leave a lesson without a note from their teacher

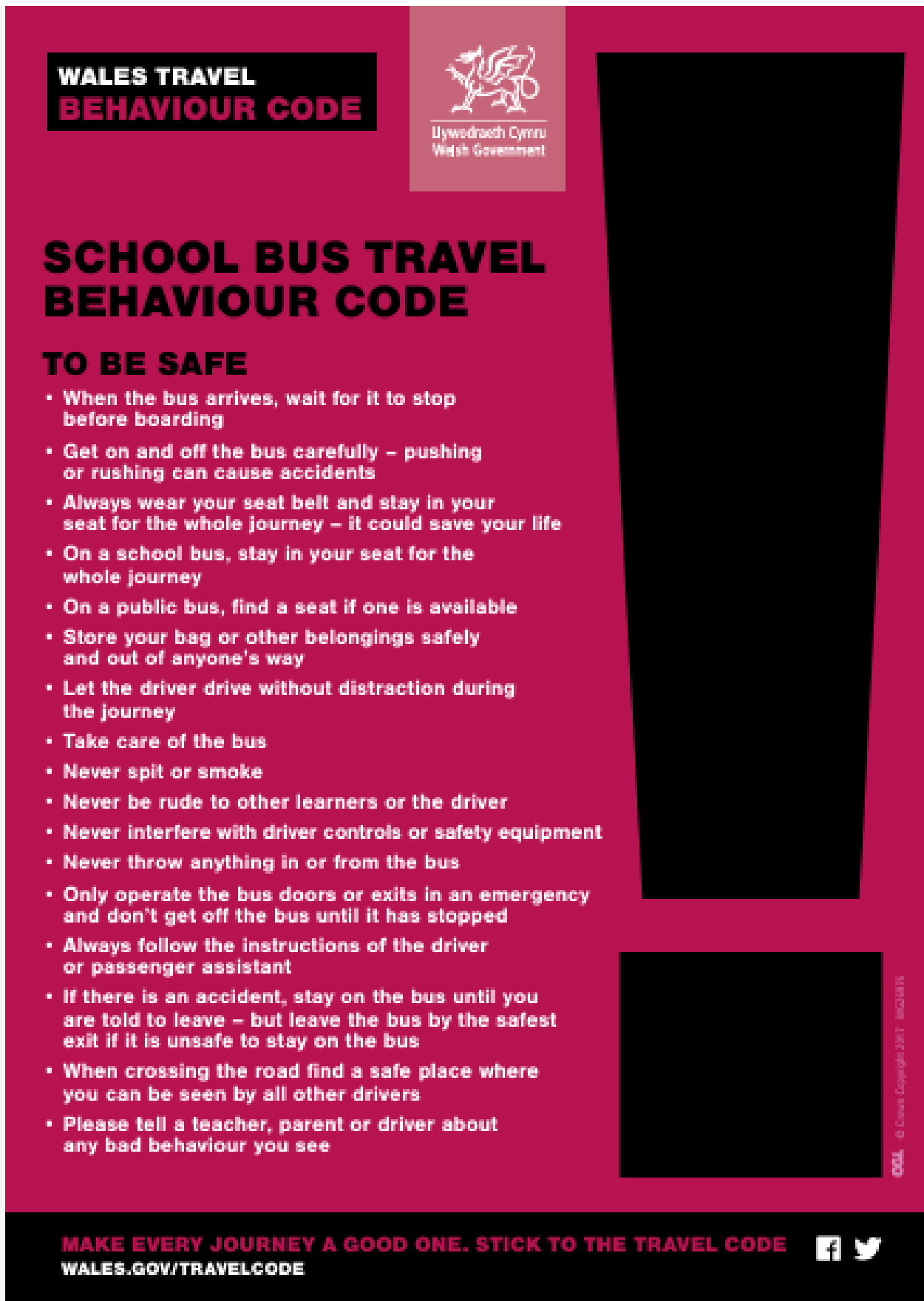
End of Lessons

- Stay seated until the teacher asks you to pack away
- Any litter should be picked up and placed in the bin
- Pupils must stand behind their chair before being dismissed
- The teacher will let pupils leave in an orderly manner

Appendix 4 - List of items that will be confiscated


- Mobile phone
- AirPods
- Vape
- Items for smoking
- Aerosols
- Energy drinks
- Offensive weapon(s)

Appendix 5 - School Bus Travel Behaviour Code



The poster features a dark blue header with the school name. The main content is on a light blue background with a large black graphic on the right. It includes the Welsh Government logo, the title 'SCHOOL BUS TRAVEL BEHAVIOUR CODE', a 'TO BE SAFE' section with 20 bullet points, and a footer with a slogan and website link.

WALES TRAVEL BEHAVIOUR CODE




SCHOOL BUS TRAVEL BEHAVIOUR CODE

TO BE SAFE

- When the bus arrives, wait for it to stop before boarding
- Get on and off the bus carefully – pushing or rushing can cause accidents
- Always wear your seat belt and stay in your seat for the whole journey – it could save your life
- On a school bus, stay in your seat for the whole journey
- On a public bus, find a seat if one is available
- Store your bag or other belongings safely and out of anyone's way
- Let the driver drive without distraction during the journey
- Take care of the bus
- Never spit or smoke
- Never be rude to other learners or the driver
- Never interfere with driver controls or safety equipment
- Never throw anything in or from the bus
- Only operate the bus doors or exits in an emergency and don't get off the bus until it has stopped
- Always follow the instructions of the driver or passenger assistant
- If there is an accident, stay on the bus until you are told to leave – but leave the bus by the safest exit if it is unsafe to stay on the bus
- When crossing the road find a safe place where you can be seen by all other drivers
- Please tell a teacher, parent or driver about any bad behaviour you see

MAKE EVERY JOURNEY A GOOD ONE. STICK TO THE TRAVEL CODE

WALES.GOV/TRAVELCODE



© Crown Copyright 2017. B0219116