



## YSGOL GYMRAEG YSTALYFERA-BRO DUR Positive Behaviour Policy

Designated Child Protection Officer Ystalyfera:

Designated Child Protection Officer Bro Dur:

Deputy Designated Child Protection Officers Ystalyfera:

Deputy Designated Child Protection Officer Bro Dur:

Designated Child Protection Governor:

Mrs Delyth Spurway

Miss Kath Jones

Mrs Sara Jones / Mr Emyr Evans

Mrs Angharad Lloyd / Mr Rob Colwell

Miss Siones Jones

Mrs Sian Moore

Adopted by Governing Body 2018

Signed (Chair of Governors):

January 2018

Reviewed by Governing Body:

Signed (Chair of Governors):

November 2022

Signed (Chair of Governors):

November 2022

**For information:**

**The following acronyms are used to represent the relevant people throughout the policy:**

LT - Leadership Team

MLL - Middle Level Leaders

YL - Year Leaders

SL - Subject Leader

PT – Personal Tutor

# 1. Basic Principles

We believe that every school has a duty to create a caring and supportive environment where it is possible for every pupil to mature and develop happily and confidently.

If a child is unhappy, or feels under threat or that he is being bullied, we are very keen to do everything we can to restore the situation. Equally, if a pupil misbehaves, or displays bad behaviour, we are eager to take firm, consistent and fair action to restore relationships and to move forward constructively.

These courses of action are based on several basic principles:

- i. teacher approach towards a pupil to be characterised by the *in loco parentis* principle and in the most positive, caring means possible;
- ii. every pupil is important and valuable as a member of the school community;
- iii. that our treatment of all the pupils is consistent and fair;
- iv. that praising and identifying praise for an individual is key to the process of giving the pupil positive guidance, as well as ensuring poor behaviour is corrected and restoring situations of conflict
- v. that order and consistency directly contributes to pupil satisfaction and welfare;
- vi. that nurturing accountability and responsibility in individuals is an important part of the school's aim.
- vii. that keeping regular contact with the parents/home is key in order to establish a constructive and effective relationship.

The aim of the following is:

- i. to promote consistency;
- ii. facilitate the work of dealing with problems and therefore build staff confidence;
- iii. clarify what is regarded as responsibility for the teachers, the Middle Level Leaders (Departmental and Year), Assistant Head Teachers; the Deputy Head Teacher and the Head Teacher.
- iv. promote an ethos of supportive team work between the school members of staff, and with external support agencies.

## **2. Praise and Reward**

The most emphasis should be put on these aspects. Nothing promotes progress like praise and reward. It could also be said that praise and reward is a basis for encouraging and teaching pupils towards positive behaviour. In terms of principle, we should try and keep our attention on good behaviour and reward it rather than draw attention to bad behaviour. We should practise the following regularly:

- verbal praise;
- pay attention to pupils who conform immediately rather than fix attention on disengaged pupils
- give praise stamps – praise and reward pupils who work well in lessons
- send home a (departmental) “good news” note
- give prizes and commendation certificates: bronze/silver/gold
- display work; public praise;
- note in the workbook;
- praise in the Personal Organiser;
- bring good work to the attention of Departmental Leader/Year Leader

### **Year certificates**

The school is introducing a certificate scheme in every year. The award focuses on:

- Behaviour
- Uniform
- Punctuality
- Attendance (95% or higher)
- Contribution to extra-curricular work
- Special effort in school work
- School Council Reward

### **Reward KS4/KS5**

The school encourages teachers and departments to record positive work and contribution by using the school's ready made “good news” post cards. It is vital to encourage and recognise pupil enthusiasm and commitment to academic work and voluntary contribution to the school community. A wide variety of pupil contributions can be recognised, the good news should be transferred to the YL (by e-mail) who will then arrange to send the post card home. Parents and pupils appreciate this positive connection and it contributes directly towards a pupil's progress and enthusiasm to the work and community of Ysgol Gymraeg Ystalyfera-Bro Dur

## **Award Ceremony**

Every year the school award ceremony is held, where Ystalyfera-Bro Dur pupils are presented with GCSE, AS and A Level external examination certificates. Parents, former pupils and current pupils of Ystalyfera-Bro Dur are invited, together with members of the governing body. A guest of honour from the public realm in Wales will also be invited to present a short address and the school's pupils with their certificates.

As well as certifying achievement in public examinations, the school also presents trophies and awards for academic attainment, academic progress, politeness and Welshness and for outstanding contribution life Ystalyfera-Bro Dur in several areas.

## Daily routine and consistency of school staff

The guidelines are in the context of three basic situations:

**REGISTRATION;  
THE LESSON;  
NON-CONTACT TIME.**

**It is emphasised that staff can expect respect from every member of the school community.** Every member of staff should try to operate in accordance with these guidelines - as ensuring **consistency** across the school is vital in order to ensure order and a respectful, positive community.

### REGISTRATION

These periods should be considered a basis for order and day to day behaviour at the school. Keeping to the guidelines below will assist the pupils and the Personal Tutor in enjoying an organised and effective period in each other's company and to achieve the duties their job description states.

- i. Waiting in an orderly fashion outside the registration room.
- ii. Punctuality of the Personal Tutor to register.
- iii. Enter the classroom in an orderly fashion.
- iv. Suitable seating arrangements.
- v. Ensure silence when taking the register to emphasise the importance of attendance and punctuality.
- vi. Remind any pupil returning following absence that a note is required to explain (addressed to the office).
- vii. Sign and read the Personal Organiser.
- viii. Ensure that class assemblies are held in accordance with the relevant guidelines.
- ix. Ensure that every relevant announcement is conveyed clearly to the pupils.
- x. Emphasise the importance of punctuality to every lesson.

## THE LESSON

The teacher in the lesson is the biggest influence on the pupils. The lesson's effectiveness depends on these basic conditions.

- i. Punctuality on the part of the teacher. This is key in order to ensure a prompt start and early order to the learning/activity.
- ii. Organised start to the lesson, lines by the door\*, no pushing, greeting before sitting, sitting when permission is given, organised registration, taking off coats and hoodies
- iii. Insist that pupils stand when a member of the LT visits the class room.
- iv. Formal conclusion to the lesson. This should include a greeting and a orderly departure, (e.g. line by line). Remember that holding a class back causes lateness in the following lesson.
- v. Treat the pupils with respect and concern. Every effort should be made to maintain a positive relationship with the pupils
- vi. Willingness to deal with unacceptable behaviour immediately.
- vii. Teacher preparation before hand for the lesson – please see the Accelerated Learning/Assessment for Learning Circle in the teacher organiser.
- viii. Suitable differentiation at pupil level ensuring that the level of language used and the communication is understood by the pupils.
- xi. No pupil should be sent on a message or given permission to leave the lesson early or to go to the toilet except in special circumstances. The appropriate badge must be given to the pupil in order for him to show it to any teacher outside the lesson.
- x. Be aware of pupils' individual learning and behavioural needs (IEP) and how this can affect behaviour in lessons. In case of concern for an individual, concerns/next action should be discussed with the school ALN co-ordinator.

## NON-CONTACT TIME

General pupil behaviour, in informal situations, shows the true ethos of the school. **Ensuring that school rules and standards are kept in these situations is always the responsibility of every member of staff.**

## SCHOOL EXPECTATIONS IN TERMS OF BEHAVIOUR IN CLASS

<p style="text-align: center;"><b>GOOD BEHAVIOUR</b></p> <p style="text-align: center;">FOR</p> <p style="text-align: center;"><b>GOOD LEARNING</b></p>
<ul style="list-style-type: none"><li>✓ <b>Arrive on time, ready to learn</b></li><li>✓ <b>Follow lesson instructions</b></li><li>✓ <b>Keep hands, feet and nasty words to yourself</b></li><li>✓ <b>Listen to the person who is entitled to speak</b></li><li>✓ <b>Look after the learning environment</b></li></ul>

The school aims to deal with unacceptable behaviour in a positive, constructive atmosphere and in a positive, consistent and fair manner, and to teach individuals to respond to situations positively and with respect. We believe that good teaching includes teaching good behaviour standards, and in a consistent manner throughout the whole activity of the school community. As a team of staff, we try to encourage pupils to behave respectfully, and at times we believe that pupils need to be corrected and supported as they try to strive towards that aim. We aim to develop complete and balanced individuals who are aware of values and standards.

### **Clear communication - speaking explicitly**

Our expectations need to be communicated clearly, simply and consistently. Setting the same expectations across the school is vital and speaking simply and clearly is an effective means of sharing the same vision. The voice of the teacher is a constructive and powerful influence. We should try to avoid complex sentences, use of irony or clever words that can confuse pupils, particularly when they are agitated or reluctant to listen to instructions.

### **Communicating with the home/partnership with parents**

Working with the home, and ensuring parental support is key in order to ensure a successful relationship with every pupil. We try to ensure open and convenient lines of communication between us and the home of every pupil. In cases of commendation and praise, it is vital to take the opportunity to contact parents to ensure an appreciation of special contribution/effort or voluntary activity.



In cases of misconduct, we aim to communicate directly with parents in order to provide reports first, together with any action taken. A Year Leader or a member of the Leadership Team will be expected to contact to provide a report of the incident and come to an agreement, where possible, on a course of action. We will always aim towards co-operation in partnership.

### **Emphasis on Teaching and Learning**

We aim to work as a team of teachers to support each other and to ensure that there is consistency across the school and departments. Please see below some examples of good practice strategies in departments that emphasise principles of consistency and demand behaviour standards in lessons:

- (Departmental) lesson monitoring sheet. Monitoring behaviour/progress/attitude/pupil work in a series of lessons in only one subject.
- Dinner time departmental detention for lack of work (home or class) is held by a department/faculty/neighbouring departments every week.
- Duty in the department - assist in “free” time with departmental work
- Strategy of receiving a disengaged pupil in the lesson of a colleague within the department/faculty/neighbouring department to complete class work in a class of a different year.

### **How to operate if there is a behaviour problem in the class**

The subject leader is responsible for creating an atmosphere where effective learning can happen.

This includes behaviour, and in this respect the teacher/pupil relationship and all elements of the teaching should be considered.

Where a lack of co-operation from a pupil affects the work of the teacher or affects the education of others in the class, the following course of action should be followed:

## **Course of action**

### **Step 1: Deal with the misconduct in the class.**

Possible strategies

- Explain the misconduct to the pupil and how he should behave
- Move the pupil to work with other pupils
- Move the pupil to another part of the room on his own

If the situation continues and the pupil does not conform with the stated rules, it will be necessary to move to step 2. Step 2 will mean punishment by keeping the pupil in during dinner time.

### **Actions following step 1**

The pupil will normally receive a verbal warning and/or a note in the personal organiser.

Depending on the nature of the misconduct and its frequency in the lesson or across a series of lessons, there is a chance the pupil will be given dinner time detention.

### **Step 2: Move the pupil to another class (in the same department where possible - to the Subject Leader's room where possible/practical).**

Possible strategies

- Move the pupil to another room in the department or to a colleague's room to continue working. Pupils should not be sent out of the room to stand outside for any disciplinary reason.
- Inform the pupil that he has (departmental) dinner time detention
- Note in the pupil organiser.
- Transfer information to the pupil's YL.

### **Step 3: Exclude the pupil from the lesson**

If a pupil refuses to conform with step 2 or if there isn't a nearby room for the pupil to go to, or if the pupil misbehaves in a room after being moved, step 3 will need to be implemented.

***Step 3 of the disciplinary system is used when the lesson can not continue or if the pupil refuses to follow the teacher's instructions.***

Possible strategies:

- Pick up the phone, phone the office and ask for a member of the LT. Members of the LT or a member of staff are “on duty” for such calls.
- The pupil will be led to a room where he will be under supervision of the year's link LT. The member of the LT guides the pupil to determine the length of the exclusion from lessons, be it until the end of the lesson or until break, dinner or until the end of the day. The member of the LT looking after the pupil(s) can adapt the exclusion from lessons following the behaviour of the pupil in the room.
- Following exclusion from lessons, the LT will contact the home in order to inform them of the unacceptable behaviour of their child.
- There is a possibility that the pupil will be excluded for a whole day, where he will carry on with suitable work under quiet and supportive circumstances – see \*\*\* below.

#### **Step 4: Exclusion for a longer period and/or a behaviour monitoring report**

When a pupil reaches this level of misconduct through individual or serious action or by going through the different stages, input is received from the Year Leader. The pupil will spend a day in the isolation room working on an individual level or will have to abide by a series of specific targets on a monitoring report, with the targets monitored every day by the Year Leader and the home. \*\*\*The period of isolation will mean sessions (up to 6 lessons) in the care of a learning coach where the pupil will undertake work set by the Year Leader. The period of isolation will only take place on a Wednesday.

#### **Step 5: Temporary exclusion**

This is implemented for serious actions that break the school rules or an incident that endangers individuals.

Pupils will be temporarily excluded for violence, continuous bullying, stealing, using indecent language towards members of staff, behaving aggressively towards staff or other pupils, or actions that break common law, e.g. alcohol, drugs, bringing a weapon or lighters to school.

The Head Teacher or Deputy Head Teacher decides this.

#### **Step 6: Permanent exclusion**

The next step following a series of temporary exclusions or after very serious action(s). The school will do it's best to avoid this step. The governing body will be a vital part of this process.

## Misconduct, Results, Courses of action

In order to promote consistency, here is a list of some of the types of misconduct that occurs from time to time. It is emphasised that these are only guidelines and a framework, not final decisions. Six 'steps' of unacceptable behaviour are roughly noted, and what the response should be. Even though there is no restriction on original courses of action: it is important for consistency that the individuals and departments follow the same route, roughly keeping to levels of response and results in accordance with the nature of the individual situation.

Step	Behaviour	Result	Who?
1	Low level troublesome behaviour	A quiet word. Move within the class. Move to work alone (within the class). Note in the organiser	Subject Teacher PT (information)
2	CONTINUOUS low level troublesome behaviour	Move to work in the MLL room Dinner time (departmental) detention Note in the organiser e-mail 'for information' to the YL.	Subject Teacher MLL YL (information)
3	Moderate level troublesome behaviour - affecting others.	Monitoring Report Dinner Time Detention Direct contact with the home.	YL
4	Quite serious behaviour	LT urgent call. Internal exclusion. Community work in the school. Direct contact with the home.	LT
5	Serious	LT urgent call. Meeting with parents Internal exclusion Temporary suspension	Head Teacher Deputy Head Teacher
6	Very serious	Permanent exclusion.	Head Teacher Governing Body

**Some examples in the class room:**

Behaviour	Result	Who?
Unsuitable uniform/Unsuitable make-up/Unsuitable jewellery  <b>STEP 1</b>	PT to deal with the issue at the time - remove the item of unsuitable uniform or jewellery/send the pupil to wash the make-up off <b>Note in the organiser.</b> The jewellery/item of clothing should be returned at the end of the day.	PT  If the problem persists, the matter should be transferred to the YL.
Forgetting equipment for a lesson.  <b>STEP 1</b>	SL to write a <b>note in the organiser</b>	SL  If the problem persists, the matter should be transferred to the MLL.
No homework. <b>STEP 1</b>  No homework following a warning. <b>STEP 2</b>	SL to write <b>a note in the organiser.</b>  <b>Note in the organiser again</b> Departmental Arrangements	SL MLL  SL MLL
Pupil A slow to settle to work - talkative and lack of concentration.  <b>STEP 1</b>	SL to have a word - positive advice.  If it continues, SL to move the pupil to somewhere else in the class.	SL
Pupil A continues to talk and is very slow completing work. Lack of concentration  <b>STEP 1</b>	SL to move the pupil to work alone close to teacher's desk. Keep the pupil at the end of the lesson and try to understand the problem. <b>Note in the organiser.</b>	SL
Pupil A continues to interrupt and disrupt others.  <b>STEP 2</b>	SL to move pupil A to SL room. <b>Note in the organiser</b> Dinner time (departmental) detention	SL - MLL

Pupil A late to lessons and constantly interrupts - lack of self-discipline. <b>STEP 3</b>	SL/MLL to transfer the information to the YL. Monitoring Sheet Contact the home. Dinner time detention. (Central)	YL.
Two pupils 'fighting' - can be in the corridor waiting for the lesson/leaving the lesson and so on. <b>STEP 4</b>	Urgent call - LT. Internal exclusion. Contact the home.	LT
Aggressive pupil. Obviously lost self-discipline. Dangerous behaviour. <b>STEP 5</b>	Do not touch him unless he needs to be restrained from injuring someone else. Urgent call/LT emergency. Send for another teacher for support.	LT
Seriously cheeky/swearing at the teacher. <b>STEP 5</b>	Record the evidence immediately + statements from witnesses. Year Leader/LT to deal with the issue. Head Teacher - Temporary exclusion.	YL LT Head Teacher.
Behaviour that seriously threatens the school community. <b>STEP 6</b>	Collate the evidence - YL/LT/Head Teacher	Head Teacher Governing Body.

Contacting the parents can be part of every one of these steps.

## **Urgent call/emergency**

This system is only for issues of a serious nature (such as category 5,6) and of real urgency.

- i. The pupil should be warned that the issue is going to be referred to the attention of a member of the LT.
- ii. The main office should be phoned (100) in order to contact a member of the LT who will visit the class.
- iii. A short oral report should be given to the member of the LT when he visits the class to give a summary of the severity of the situation. This should include a suggestion of the next steps – i.e. whether it is appropriate/inappropriate for the pupil to re-join his normal timetable following the lesson. This oral report should be given quietly to the visiting teacher rather than publicly in front of the class.
- iii. The pupil will be taken out of the class and cared for by the teacher who is on call.
- iv. The pupil should do a report on the incident using the Urgent call/emergency sheet: Pupil report, before re-joining his normal timetable (if it is appropriate for him to do so).
- v. A report of the incident on an Urgent call/emergency sheet will be required: Teacher report, and pass it on to the appropriate YL before the end of the day, and certainly before leaving the school site. In severe cases, teachers are asked not to leave the site without giving a detailed report of the incident to a member of the LT.
- vi. Every effort is made to communicate with the subject teacher to provide feedback on the incident and where appropriate to take steps to restore the situation (apology/reintegrate the pupil into the subject).

**On no account should you leave the lesson to look for another teacher or take a pupil over to another teacher.**

## Internal exclusion

### Rationale

An internal exclusion has been established in order to operate as a natural step between detention > quiet room > internal exclusion. The purpose of the room is to ensure that a definite result follows events, and that this is sustainable and practical. Though, the room needs to be managed so that there is not a large number of pupils in it, and so that it does not happen without specific leading steps. Before a pupil goes in the room, a department should deal with the issue in the first instance and a department should have endeavoured to take every restorative step possible before passing it on to the Year Leader. The Year Leader should then see that there is a clear picture of pupil behaviour in more than one subject before moving to a monitoring sheet or further action. If a pupil continues to ignore warnings and improvement targets, he can be referred to sessions of quiet individual work under supervision, for a period of time determined by the YL/LT. Some courses of action and criteria for the room are noted below

### Criteria:

This is the criteria regarding who is sent to the internal exclusion, in order to ensure an effective and practical structure:

The pupil should attend the internal exclusion if

(i) He has not responded to the steps below successfully:

<b>Step 1</b>	SL Subject sheet Responded to improvement target Note in the organiser
<b>Step 2</b>	MLL Departmental Detention Behaviour sheet Responded to target Note in the organiser
<b>Step 3</b>	Monitoring Report Dinner Time Detention Direct contact with the home.

(ii) He has not responded to a warning/target regarding general behaviour around the site.

(iii) Serious behaviour which warrants a punishment greater than detention.

EWE will receive names for the isolation room during the week from year leaders and TAs. These names will be recorded on SIMS for action on the Thursday (isolation day).



With COVID, there should be no more than 3 pupils in the room at one time.

The pupil can be assigned to the room for a fixed period of time such as 1,2,3,4,5 or 6 lessons. For pupils attending for the day, an internal exclusion letter will be sent to the home.

Pupils in the room are provided with English, Welsh and Maths tasks. KS3 pupils also carry out a self-reflection task on their behaviour.

## **Additional guidelines regarding some situations**

### **Buses/school transport**

Information about an incident on the buses can be referred by the bus company/parental reports/other pupils/sixth form/driver/member of the public or by the authority. The school works to ensure a close partnership with the authority, the bus company to maintain the National Assembly for Wales code of conduct which can be viewed at:

[codteithio.org/travelcode.org](http://codteithio.org/travelcode.org)

### Travel Pass

Following authority (NPT) guidelines, no pupil will have the right to travel on any bus without a current travel pass. The authority is entitled to issue a pass following presentation of evidence from the pupil's official home address. With regard to behaviour on the buses, the normal school guidelines should be followed regarding investigating incidents, interviewing witnesses and collating reports. Following an investigation by the Year Co-ordinators/member of the LT and in consultation the relevant behaviour information should be conveyed to the NPT Authority Transport Unit. The school can make a recommendation of further action to the authority if desired, and certainly if there are special circumstances to be taken into consideration. A member of the unit will then make a decision based on the incident, following county guidelines, and in consultation with the school. The authority will write a letter to the home(s) of the relevant pupil(s) and explain the result of the incident to the individual.

The results can vary as follows:

- Warning letters;
- Temporary travel ban (10 days up to one month);
- Permanent ban from travelling on the school bus;

In cases of a travel ban, the school will keep the child's travel pass for the stated period.

While travelling on the bus, the pupil is the parents' responsibility. Even though the pupil was banned by the authority or the company, it is the parents' responsibility to ensure that the pupil gets to and from school.

## **Smoking**

Ystalyfera-Bro Dur campus is smoke free. If pupils smoke or bring smoking related equipment into the school, they will receive a period of exclusion from the school.

A period of exclusion will be followed by an interview with the school nurse/another member of a pastoral and support team regarding the dangers of smoking when young, and advice regarding giving up smoking.

## **Drugs/Alcohol/Glue/Dangerous substances (Behaviour Category - 6)**

If a teacher suspects that a pupil is **involved** in drugs, a Subject Teacher/member of the LT must be informed summarily.

If a pupil is suspected to **have taken** drugs/alcohol/glue/dangerous substances of any kind and he is under their influence in the lesson or outside of it, the main office must be informed (**100**) stating that medical assistance, as well as a member of the Leadership Team, is required.

## **Mobile phones and electronic equipment**

The school does not allow use of mobile phones or other electronic equipment on the school ground. The school takes no responsibility for the safety of this type of equipment and there is no educational motivation to bring phones and other electronic equipment to school nor to use them on site and in lessons.

If a pupil uses the equipment/phones during the school day, teachers will take the equipment and transfer it, in an envelope with the pupil's name on it, to the main office. In order to retrieve this equipment, the pupil should bring the letter from home the following day. In extreme circumstances in terms of needing to contact parents, the phone may be returned at the end of the day, but home contact (YL/LT) should be received before doing so.

Misuse of mobile phones or electronic equipment with intentional or malicious motive by a pupil towards another pupil or member of staff is likely to lead to further and more serious action.

In special cases, if a pupil wishes to bring a mobile phone/other electronic equipment to school to be used outside school hours, it can be left in the main office and retrieved at the end of the day. By operating in this way, the phones and equipment do not disrupt lessons nor various school activity. Members of Yr. 12 & 13 are only allowed to use their phones in the sixth form lounge.

## Stealing

Every opportunity should be taken to encourage pupils not to bring expensive property or large sums of money to school. If need be, the system is to hand in expensive items immediately to the Personal Tutor or Year Co-ordinator.

At the same time, every member of staff is encouraged not to leave any valuables on a desk or open space, and to lock everything up.

In cases of stealing, the following is emphasised. (Urgent call/emergency)

1. Timing. Any doubts should be transferred immediately to the Year Leader/member of the LT summarily, in order to try and deal with the situation straight away.
2. Before transferring the issue to the Year Leader, if stealing occurs in a particular lesson, the teacher responsible for the lesson is required to take whatever steps possible to restore the situation.  
**Where practical, the class should not be allowed to leave the lesson/class until an investigation or questioning has taken place** (the assistance of a member of the Leadership Team will be required in such a case - urgent call/emergency)

This is followed by further enquiries from the Year Leader, including an announcement to the pupils and any other steps including calling the police (informing the Head Teacher).

In every case of stealing, the family is contacted via the usual channels. The severity of the result of stealing is to be determined in consultation with the Head Teacher.

## Lost property

It is appropriate to encourage the children to take responsibility for their property at every possible opportunity. Parents are advised regarding the need to write a name on every piece of clothing. A full bag search is a serious interference to the running of the school. That is not undertaken except in cases where time and the nature of what was lost give room to believe that the exercise will yield results.

When a pupil approaches a member of staff, this system should be followed:

- i. help the pupil to trace his steps;
- ii. refer him to lost properties in the Office/Reception;
- iii. authorise him or officers, by note, to take a message to the Reception/Office to request permission to visit other classes (perhaps with the assistance of officers);

- iv. if this is not successful, an urgent announcement is made by the Year Leader (for example first assembly) in order to inform the children;

### **Lateness**

It is important to follow the usual system of recording lateness.

These issues are first dealt with by Personal Tutors and Subject Teachers (see Category 1). Lateness should be recorded on SIMS using the letter L. If a pupil in the school has not got to the lesson within 10 minutes of the start of the lesson without a valid reason, the subject teacher should let the Main Office know via a 100 call.

The Personal Tutor and Subject Teachers have direction to follow before transferring a pupil to a Year Teacher. When a teacher feels that a transfer is needed, the YL will follow the following procedure.

First instance: verbal warning, including an apology to the teacher or YL.

Second instance The pupil is referred to departmental detention making sure that work missed is completed

Constant YL to contact the home/further steps.

### **Leaving the school without permission**

Yr 7 – 11 pupils do not have the right to leave the site during morning period, break time nor dinner time without permission.

When a YL has investigated an incident, the following steps are taken:

First instance: Dinner time detention;  
Second instance: Up to three days' detention;  
Third time: Up to 5 days' detention;  
contact the home.

Depending on the context, it can be appropriate for a YL to use a sheet to monitor pupil punctuality/attendance in this area. Leaving the school without permission is just as serious, in terms of school responsibility for pupils, as truanting.

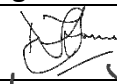
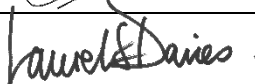
### **Truanting**

This means the pupil avoids the lesson or lessons either by not arriving at the school or by leaving the school ground or by being in another part of the school.

**When information is received that a pupil is truanting, the YL /Office will urgently try to contact the home.**

Each case is individual; it is difficult to legislate and dangerous to decide in advance - but below is an example of a structure. The school attendance officer/authority welfare officer should be contacted in order to share information:

- First instance: on attendance sheet (to be signed by the parents), letter to the home;
- Second instance: on attendance sheet; letter to the home; detention; inform the Welfare Officer
- Third time: letter to the home, meeting with the parents, contact the Welfare Officer.

	Name	Signature	Date
Chair of Governors	Mr Tudur Jones		November 2022
Head Teacher	Mrs Laurel Davies		November 2022

Review Date

November	2023
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