



WALES HIGH SCHOOL ACADEMY TRUST

BEHAVIOUR FOR LEARNING Policy and Procedure

REVISION DATE	APPROVED BY	DATE OF APPROVAL
December 2022	Governing Body	7 February 2023
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October 2024	Governing Body	8 October 2024 (amendments July 2025/ September 2025, Feb 2026)

This policy has been written in accordance with the Department for Education; 'Behaviour in Schools' Advice for Headteachers and school staff, February 2024

To be reviewed every three years

**THIS POLICY SHOULD BE VIEWED IN CONJUNCTION WITH
THE USE OF REASONABLE FORCE: Advice for Headteachers, Staff
and Governing Bodies document (also on the school website)**

All policies are available on the school website

Appendices

- Appendix A – Values of Wales Card
- Appendix B – [Behaviour for Learning S System](#)
- Appendix C – [Student Expectations](#)
- Appendix D – [Presentation Expectations](#)
- Appendix E – [Rewards](#)
- Appendix F – [Lesson Routines](#)
- Appendix G – [Attitude to Learning Criteria](#)
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Attitude to Learning Staff and Student Criteria

Pastoral Attitude to Learning Report
Pastoral Target Report
Catch Up Diary

Stages of Referral

BEHAVIOUR FOR LEARNING POLICY AND PROCEDURE

Every member of staff at Wales High School has a responsibility and obligation to uphold the procedures outlined in this policy.

The Behaviour for Learning Policy will enable all members of Wales High School to work towards the schools Vision and Values.

At Wales High School, we recognise that the most effective behaviour policies emphasise **positive relationships, praise and encouragement** as much as sanctions. Our aim is to create a culture where students are motivated by high expectations, mutual respect, and the belief that their achievements are valued.

- We prioritise **praise over punishment**, ensuring that good conduct and effort are consistently recognised.
- Staff use **relational practice**, building positive and supportive connections with students to promote trust and engagement.
- The school's **CARE values (Community, Ambition, Respect and Excellence)** underpin all expectations and routines.
- Rewards, recognition and restorative approaches are embedded to reinforce positive behaviour and encourage students to make good choices.
- Sanctions are used fairly and consistently when needed, but always within the wider context of promoting long-term personal growth.

This approach reflects the Department for Education's [Behaviour in Schools \(2024\)](#) guidance, which emphasises creating an inclusive and positive environment for all.

By enrolling your child at Wales High School, parents and carers acknowledge, accept and agree to support all aspects of this Behaviour Policy.

Aims of the Behaviour for Learning Policy

- To create a caring, stimulating and secure environment in which students can work and thrive safely and happily.
- To promote and develop empathy and respect for self and others and prevent all forms of bullying among students.
- To develop a sense of politeness and consideration for others, ensuring good behaviour is always recognised.
- To develop in students a sense of self-discipline and an acceptance of responsibility for their own actions.
- To value the rights of the individual and raise students' self-esteem.
- To ensure that students are confident of their right to be treated fairly.
- To encourage students to value the school environment and its routines.
- To acknowledge that the maintaining of good behaviour at Wales High school is a shared responsibility.
- To empower staff with the confidence, skills and knowledge to determine and request appropriate behaviour from everyone and to respond in an appropriate, effective way to challenging and difficult situations; ***whilst acknowledging that every situation should be dealt with within the context of the individual child and circumstances.***

At Wales, we are proud of our exceptionally high standards of behaviour of all students and at all times. The policy covers all students on roll at Wales High School and extends beyond the school day and school premises to cover when students are:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Are identifiable to the school

Sanctions may also be applied where a student's behaviour off-site may result in any of the following:

- Any behaviour that may have repercussions for the orderly running of the school
- Any behaviour that poses a risk to, endangers, or threatens the health and safety of the pupil themselves, other pupils, staff or the wider community.
- Any behaviour that may adversely affect the reputation of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on,

- Behaviour in schools: advice for headteachers and school staff 2024,
- Searching, screening and confiscation: advice for schools 2022,
- The Equality Act 2010,

- Keeping Children Safe in Education 2025,
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024,
- Use of reasonable force in schools Supporting pupils with medical conditions at school Special Educational Needs and Disability (SEND) Code of Practice.

Attitude to Learning (ATL)

- All students should be encouraged to work with an excellent attitude to learning (ATL).
- Presentation expectations must be a key focus in all lessons.
- Where ATL is below expectation, this will be reflected in the grade awarded at Assessment Points (APs).
- If a subject or pastoral ATL report is issued to a student, all staff must grade against standard ATL criteria.
- ATL grades will be considered at each Assessment Point (AP), to determine tracking and further intervention that may be necessary.
- Class teachers, Head of Department (HOD)/Deputy Head of Department (DHOD), Head of Year (HOY) / Deputy Head of Year (DHOY) to communicate with home if ATL becomes an issue, or where a student's average point score decreases. A range of pastoral intervention reports may be used to improve ATL – relevant staff member to record this intervention on Bromcom.
- HOD, DHOD, HOY, DHOY to communicate with home where students have been successful in achieving consistently outstanding ATL and / or improved ATL.
- HOD can decide to put a student on the school's subject report, where an ATL issue is isolated to one particular subject. HOD to communicate this with home and ensure intervention is recorded on Bromcom.
- In the Sixth Form, students will be graded on their Commitment to Learning (CTL).

Rewards

- Wales High School's **Rewards Policy** is visible on the '**Wales Way Board**'.
- Daily use of **Bromcom** to record achievement points.
- At the three points identified within the school diary; students' House Points will be counted and those who are within the top students in the year group will have access to rewards afternoons at Christmas, Easter and in the penultimate week of the term
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- As part of these afternoons, students who have been selected by their Head of Year will have access to a selection of prizes, and each will receive a letter home and an e-certificate in their House Colours.
- As well as House Points, Heads of Year will also consider students with successful Attitude to Learning Grades or who have demonstrated outstanding conduct in line with the school's values of Community, Ambition, Respect and Excellence.
- Rewards include; rewards letters home, certificates, post cards home, queue jump passes, school trip vouchers or individually requested prizes.
- We acknowledge performance and attitude within lessons but should also cover extracurricular efforts or extended home learning tasks. Staff are also invited to reward students for one off acts of kindness or friendship.

PROCEDURE AND STANDARDS

Behaviour

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to the following,

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Misuse of digital technology, including cyberbullying, the creation or sharing of harmful content, or the use of artificial intelligence tools to produce misleading, abusive or inappropriate material (such as deepfakes). Such behaviour will be treated as a safeguarding concern in line with [Keeping Children Safe in Education \(KCSIE\) 2025](#) and may result in serious sanctions.
- Possession of legal or illegal drugs, alcohol, e-cigarettes/vapes or tobacco.
- Possession of banned items.
- Truancy and running away from school.
- Refusing to comply with disciplinary sanctions such as detentions, internal exclusions etc.
- Theft of property.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.
- Persistent disobedience or disruptive behaviour.
- Extreme behaviour, such as violence and vandalism.
- Entering the school building or accessing prohibited areas outside of school hours without prior authorisation.
- Poor behaviour whilst traveling to or from school, including the use of public transport.
- Any behaviour that requires the immediate attention of a staff member.
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of pupils.
- Any behaviour that compromises or endangers the safety and security of the school building, facilities, or equipment.

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness,
- Low-level disruption and talking in class,
- Failure to complete classwork,
- Rudeness,
- Lack of correct equipment,
- Refusing to complete homework, incomplete homework, or arriving at school without homework,
- Disruption on public transport,
- Use of mobile phones without permission,
- Graffiti, littering and vandalism.

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity or if such behaviour is repeated or continuous.

School Uniform and Equipment

- All Students are subject to the same standards in each lesson, these are displayed in the **‘Standards Poster’**, on each Wales Way Board.

- All students must adhere to the school uniform policy.
- Students are expected to wear black shoes, appropriate black school trousers (jeans, leggings, combats, tracksuit/jogging bottoms are not permitted) and/or a black skirt (which **must not** be made from a stretch material, they must be a knee-length S-Line skirt), unbranded white school shirt, school tie and blazer.
- Students have the option of wearing a plain, unbranded V-neck jumper. However, this must be worn in addition to the school blazer.
- Blazers must be worn by all students until informed otherwise by the Headteacher during the summer months.
- If a student is found to be wearing incorrect uniform, they will be directed to the pastoral uniform room to amend this. Should a student fail to follow these instructions they will be placed in internal exclusion until the issue is rectified.
- All outdoor garments (scarves, hats, gloves) must be removed before entering the school building.
- Coats not jackets are permitted but must be removed before entering the classroom.
- Staff will confiscate any item of non-school uniform if seen inside the school building, which will be collected by the pastoral team and retained until the end of the school day.
- If a student persistently fails to adhere to this, family members will be asked to collect the items from the school at their earliest convenience.
- All students are expected to have a school bag that is big enough to fit A4 exercise books, their PE kit and stationery for the day, which includes; blue or black pen, purple pen for DIRT work, whiteboard pen, pencil, ruler, eraser and a scientific-calculator.
- Bags that are too small to hold sufficient equipment are deemed accessories rather practical items (such a pouches, purses or small handbags) and will be confiscated by members of staff.
- Equipment checks are part of the daily 'Welcoming Entrance' and period one. Equipment is then checked again during active tutorial. All necessary items can be bought from the pastoral uniform and equipment room. Should a student not have the correct equipment in lesson, they will be issued with an S2, 30 minute after school detention.
- Students who persistently fail to meet these expectations, despite support from the pastoral team, will be subject to the school's behaviour policy and will receive appropriate sanctions.

Make Up, Nail Varnish and Jewellery

- **Excessive make up, false nails and nail varnish are not permitted** in KS3 and KS4. This will be checked as part of the 'Welcoming Entrance' and throughout the school day.
- In exceptional circumstances, students who need to wear medically prescribed camouflage make-up, will be given permission if a medical note is provided.
- If a student is unable or unwilling to remove these items, they will be placed in internal exclusion until this is resolved.
- The wearing of jewellery is not permitted, except a watch and one pair of stud earrings (one stud in each ear). Any item that is additional to this will be confiscated by members of staff and the pastoral team. For students who are persistently in breach of this, pastoral teams have the right to retain these items until a member of their family is able to collect the items from the school.
- Facial piercings are strictly prohibited, any student with facial piercings will be referred to the pastoral team and work outside the classroom until the piercing is removed. This also includes clear, plastic retainers.
- We are exceptionally proud of all students at Wales High School and as such we expect the highest standards of uniform at all times. Where this is an issue, students will be referred to their HOY, who will then seek a resolution with the family.
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'Welcoming Entrance'

In order to promote consistency and support our students, the school has a 'Welcoming Entrance'. This is a single point of entrance for all of our Key Stage 3 and 4 students, who will be met by various staff at designated greeting points to ensure they are prepared for the school day.

The Welcoming Entrance is situated at the front of school at the left-hand side entrance of the blue seating entrance.

From 08:00 each day, students will enter the building via the bus queue area (sometimes referred to as the undercover area). The greeting points are situated at specific points and will check students for items of uniform and equipment. The Greeting Points are as follows,

- **Greeting Point 1 – Blazer, Bag, Tie**
- **Greeting Point 2 – Shoes, Trousers and appropriate skirts**
- **Greeting Point 3 – Make-up, jewellery/piercing and nails**

If a student is unable to meet these expectations, they will be directed to the 'student park' which is located on the opposite side of the blue seating area. Here, a member of SLT and a Pupil Support Assistant staff will support the student and ensure they are provided with the correct piece of uniform or remove any additional items that do not meet our uniform expectations. If a student needs to borrow a piece of equipment, they will be expected to hand in one of their belongings – in most cases it will be the student's mobile phone.

Once inside the building, the students will then make their way to the fourth Greeting Point, where a student's equipment and Values of Wales Card will be checked by a designated member of staff. If a student requires equipment, they will be directed to the equipment shop located in the servery to purchase any missing items.

Once they have passed these Greeting Points, they will be welcomed into the school building by the Headteacher.

Punctuality

- All students are expected to be on school site at 08:25am.
- Once students have arrived, they should make their way directly to Period one, ready for an 08:30 start.
- Teachers have a responsibility to monitor punctuality and attendance each morning.
- Members of the attendance team will record all students who arrive late in a morning.
- Sanctions for being late each half term are documented below

No of Lates	Sanction
1	Warning
2	Break time detention
3	30 minute after school detention
4	45 minute after school detention
5	1 hour after school detention

- Taking a prompt electronic register enables a clear point at which you can deem a student late.
- Lateness to a lesson, *without a valid reason*, must be recorded on Bromcom.
- The class teacher should record the number of minutes late and ensure that this time is given back at a break time.
- The detention guidance will always be considered when setting detentions.
- Where lateness persists, an after-school detention (communicated via Bromcom) will be issued.

- A referral will be made to HOY if this does not lead to improved punctuality.

Truancy:

Truancy is taken very seriously by the school. By truanting lessons, it shows a complete lack of respect to the school and its values. Furthermore, truancy also poses a clear health and safety risk as the whereabouts of the student is often unknown.

In the event of truancy, individual cases are often considered and reviewed. However, the following sanctions may be applied:

Truancy to Tutor Group:

No of incidents	Sanction
1	30 minute after school detention
2	45 minute after school detention
3	1 hour after school detention

Repeat offenders could be subject to an escalation in line with the school's behaviour policy.

Truancy of lessons:

Should a student truant a lesson during the school day, this will result in a 1 hour after school detention. Students who continually truant will be subject to an escalation in line with the school's behaviour policy.

Mobile Telephones and Personal Electrical Devices

- Mobile phones must be switched off and stored away before entering the school site. Mobile phones are **not to be seen or heard during the school day**, including breaks and lunch time.
- If a mobile phone is seen or heard during the school day, it will be confiscated. This is in line with the Department for Education's Guidance on ***Behaviour in School, September 2022*** and also the ***Searching, Screening and Confiscation Guidance, July 2022***.
- Confiscated mobile phones will be taken to a central location where they will be stored in a locked safe.
 - On the first occasion, the mobile phone will be returned to the student at the end of the school day and a 15-minute detention will be given. Parents/Carers will be made aware of this via a Bromcom notification.
 - If a student has their mobile phone confiscated for a second time during the half term, the school will keep possession of the mobile phone until the end of the following school day, and this too will be communicated via a Bromcom notification.
- Following confiscation, Wales High School will not accept any liability for any items that may be lost, stolen or damaged. This is in line with guidance from the Department for Education's: ***Searching, Screening and Confiscation Guidance, July 2022***.
- If a student requires their mobile phone to travel home via bus, the school will arrange for suitable transport.
- We appreciate that, on occasion, a student and parent/carer may need to contact each other during the school day. In this instance, students will be permitted to use the Head of Year's office phone. Should a parent/carer need to relay a message to their child, this must be done via MCAS or the main switchboard on 01909 771291. If a student makes contact during the school day with their phone, this will result in a confiscation.

- For further information, please see links below.
 - [Behaviour in Schools – February 2024](#)
 - [Searching, Screening and Confiscation – July 2022](#)
 - [Mobile Phones in Schools – February 2024](#)

Detention Guidance

- A central part of our Behaviour for Learning Policy is the use of detentions as a sanction for poor behaviour.
- Detentions are as follows, S1 – **15 minute breaktime detention** with the relevant class teacher, S2 – which is a 30 minute centralised after school detention with a middle leader, S3 –, which is a 45 minute centralised after school detention with the Senior Leadership Team or an S4 – 1 hour, centralised after school detention with a member of the Senior Leadership Team.
- Break time detentions do not need to be communicated home before they can take place. Should a member of staff wish to keep a student longer than 15 minutes, they have the right to do so.
- After school detentions will take place 24 hours following the initial incident. If a student already has a detention, this will take place on the next available evening. Detentions will be communicated via Bromcom. Pastoral teams may also communicate with families separately if further support is required.
- After school detentions run between 3:00pm and 3:30pm (30 minutes) 3.00pm and 3.45pm (45 minutes) or 3.00pm to 4.00pm (1 hour) and take place Monday, Tuesday, Wednesday and Friday.
- Should a student miss or fail a detention, it will be escalated to the next stage. Failure to attend a 1 hour detention will result in the student being placed in internal exclusion.
- **Detentions are compulsory** sanctions and all students are required to complete them when issued. After school detentions cannot be changed to lunchtime detentions or completed during the school day. Although we accept after school detentions may cause some inconvenience, it is the responsibility of the student and family to arrange transport home.

Restorative Work

Wales High School will continue to ensure that students are made aware of the consequences of their behaviour and where appropriate sanctions may include restorative work, with opportunities for students to give time back to the community and or to their victims. This can include community work, police projects, and specific detentions such as cleaning, litter picking or desk cleaning. We work closely with South Yorkshire Police and our Partnership Based Young Person's Police Officer to strengthen links between school, the community and the police. The decision to use restorative work as a sanction will be discussed between the HOY and a student's family.

Stages of the Behaviour for Learning Policy (See Appendix A).

Chance

The Behaviour for Learning system is based on a clear 'stage system'. This is used to provide greater consistency and clarity to both staff and students.

This stage system is clearly displayed in all classrooms and learning areas. In addition to this, it is also displayed in social areas and corridors.

- Most students will behave positively and work well in class. Students who do this should be rewarded with House Points using Bromcom.

- Those students who engage in behaviours such as in low level disruption, not demonstrating 'active listening', uniform issues, punctuality issues, have completed an inadequate amount of work, have inadequate equipment or are disengaged will be subject to a '**Chance**'. This will be issued by the member of staff in order to give the student the opportunity to amend their behaviour. This is a formal warning to the student and does not require a sanction or to be logged on Bromcom.
- All students must regularly be reminded of positive behaviour, reminding the student at all times that they have a choice in how they behave and respond. This should be done to encourage students to modify their behaviour in order to avoid further escalation. If staff request a student to follow an instruction, there is an expectation that the student will respond positively and do as asked. Students should be given an appropriate amount of processing time to respond.
- If a student fails to respond to this or becomes increasingly unresponsive or challenging, it will lead to an escalation in line with the **S System**.
- Members of staff are encouraged to use their own judgement when challenging behaviour and if they feel the situation needs an immediate escalation, members of staff have the power to do so.

Stage 1 (S1 - Move) and Stage 2 (S2 - Remove):

- Stage 1 (S1) incidents will include repeated and/or failure to respond to a "**Chance**". These incidents will be logged by the classroom teacher on Bromcom and the classroom teacher is responsible for applying the sanction.
- Typical S1 behaviours may include: escalating a '**Chance**', persistent low-level disruption, swearing, 'hands on' behaviour or inappropriate behaviour on a corridor.
- If an S1 is issued, this will be logged on Bromcom and a 15-minute detention is to be completed at break time. This is at the teacher's discretion. The student should also be moved within in the room to avoid further disruptions.
- Accumulation of Stage 1 points will trigger contact with home. This may take place at the end of each half term, however, for some students, this may take place sooner and more often if points accumulate quickly over a shorter period of time. When this happens further intervention from pastoral staff will be triggered.
- If a student is at risk of moving into Stage 2, staff should make the student aware of this, this should be done by using terminology such as; "**This is your final warning. If you continue to (STATE BEHAVIOUR) I will have no option but to give you a Stage 2, at which point (STATE CONSEQUENCE).**"
- If a student fails to respond to this, the situation will move to an **S2**. This may result in the student being removed from the lesson and asked to spend the remaining time in a **Departmental Reset Room**. In addition to this, an S2 will result in a 30 minute, centralised after school detention with a Head of Department. This will be logged on Bromcom and a detention will be issued for the following day or the next available day. If the student in question has a detention that evening, it will be logged for the next available session after school. Families will be notified of this via a push notification on Bromcom.
- Detentions take place on each week night except Thursdays and students are required to complete restorative work during this time. In addition to this, the member of staff who awarded the sanction will also speak to the student and discuss this behaviour.
- Students who fail to behave appropriately during their detention will fail the sanction and this will result in an escalation to an S3, which will be completed the following day.
- If a student fails to attend their detention, this will be recorded on the register and result in an escalation to an S3.

- It is the responsibility of the student the parent/carer to arrange transport following an after school detention and all after school detentions must be completed and failure to attend this detention will result in an escalation to the next stage.

Stage 3 (S3 - Escalation):

- If a situation arises whereby a student has failed to respond to all classroom and departmental strategies (including refusing to enter the **Department Reset Room**, preventing the lesson from continuing and/or is unsafe to allow the student to remain in the lesson, Stage 3 (S3) response may be used. This will require the student to leave the lesson and either the Pastoral Team, Active Patrol Team or the member of staff on Emergency Contact will be alerted via the 'student info' button on the staff portal to collect the student.
- Should an S3 be issued, this will be logged on Bromcom and the student will be given an S3 detention, which is a centralised 45-minute detention to be completed in the Drama Studio with a member of the Senior Leadership Team.
- S3 detentions take place on each week night, except for Thursdays and students will be required to complete restorative work during the session. These detentions are compulsory, and attendance is centrally recorded. Failure to attend the detention will result in an immediate escalation in line with the school's behaviour policy to a 1 hour after school detention.
- S3 detentions are logged on Bromcom and the detention will be arranged for the following day or the next available evening.
- Students who fail to behave appropriately during this detention will receive an escalation to an S4, 1 hour detention or further sanctions in keeping with the School's behaviour policy.

Stage 4 (S4) - Emergency Contact

- If a student has failed to respond to all measures within the department or have engaged in aggressive, threatening, dangerous or abusive behaviour, a student will be immediately removed from the lesson by a member of the pastoral team or a member of the senior leadership team.
- In the event of extreme or dangerous behaviour, staff have the right to immediately issue an **Emergency Contact** without having to go through each stage in the Behaviour for Learning System
- In the event of such serious behaviour, staff will request an 'Emergency Contact' and this will result in a minimum 1 hour, centralised detention with the Senior Leadership Team. Again, these will take place Tuesday-Friday and attendance is compulsory and centrally recorded. Failure to attend this detention will result in an escalation in line with the behaviour policy which will result in a period of time in internal exclusion.
- If the behaviour is deemed to be serious enough, the student may be placed in Internal Exclusion pending further investigation. The incident will be investigated by the pastoral team and could lead to further sanctions such as internal exclusion or a suspension.
- The incident will be logged on Bromcom and the family will also be contacted by the pastoral team.
- A restorative conversation must take place before the student returns to the lesson in question.

Significant breaches in the school behaviour policy

- In the event of a serious and significant breach in the school's behaviour policy, senior members of staff such as the Headteacher, Deputy Headteacher, Assistant Headteacher or Head of Upper School can issue a suspension or a direction off-site.
- In the event of this, relevant parties will be contacted and a meeting will be arranged.
- Students are not permitted to re-join lessons or their peers unless significant restorative work has been completed by the student in question.

In the most serious or significant incidents where a student has breached behaviour expectations and/or poses a threat to the education or safety of others, a permanent exclusion may be issued the Headteacher .

Values of Wales Card – (Appendix A)

In order to improve standards outside of the classroom, each student is given a Values of Wales (VoW) Card. All students are required to carry these at all times and are checked for during the welcoming entrance.

These are used specifically for behaviour outside of the classroom, and focus on things such as,

- Correct uniform (including ensuring that shirts are fully tucked in)
- Appropriate conduct on the corridor and during free time
- Appropriate behaviour towards staff and peers.

In the event that a student fails to meet our expectations, they will be given a signature by the member of staff who challenged the student. If a student receives three signatures, that card will be taken by the third member of staff and this will result in an 1 hour, S4 detention. This will be recorded on Bromcom and family will be notified via a push notification.

Conversely, if a student demonstrates positive behaviour by displaying our CARE values, such as good manners, acts of kindness or contributing to the school environment in a positive manner they will be given a signature. If a student completes their positive signatures they will receive 25 House Points.

Implementing the Behaviour for Learning Policy

To ensure that all students experience a consistent interpretation of the policy, processes and language regarding managing behaviour, each member of staff must be aware of their individual responsibilities in implementing the policy.

When moving around school, between lessons and when on duty, all staff must take a responsibility to ensure that the school rules and the behaviour for learning policy are being constantly reinforced. **Inappropriate conduct must be consistently challenged and promptly followed up using school procedures.**

Individual Roles and Responsibilities within the Behaviour for Learning Policy

Role of the Classroom Teacher

Expectations for both Teachers and students are displayed on the Wales Way Board inside each classroom (SEE APPENDIX E).

Establish clear Behaviour and Routines for Learning

- Know our students. Have a clear understanding of prior learning and check Pupil Passports on Bromcom.
- Where possible, greet students at the door and use first names to welcome students
- Specified seating plan.
- Make expectations known and clear at the start of the lesson; coats off, bags on the floor, mobile phones away and equipment out. Staff should regularly remind students of positive behaviours. Where possible, refer back to the Wales Way Board.
- Lesson to start with a 'Focus 5 Task'.
- Electronic register taken as a matter of priority in the lesson.

- Registers to be saved promptly within each lesson to enable students' attendance to be monitored effectively.
- Plan differentiated and engaging lessons to allow for learning and progress.
- Provide clear direction for positive behaviour and attitude.
- Use language of choice and allow time for reflection.
- Behaviour for learning policy followed appropriately.
- Consistency when delivering sanctions within the terms of the policy.
- Regular praise and effective feedback to students.
- All behaviour issues, both positive and negative (S1 onwards) to be recorded on Bromcom.
- At the end of a lesson, pack away all equipment and students stand behind chairs whilst uniform is checked before leaving the lesson
- Students leave the lesson in a calm, and orderly fashion leaving the classroom tidy for the next member of staff
- Promote maximum attendance and excellent punctuality to your lessons - challenging students where this is not the case
- If classroom teachers ask students to stand outside for a 'cool off period' or to have a private discussion, the length of time must be kept to a minimum. Students should never be sent out in groups.
- If the student 's behaviour is extreme or they have not responded to your own strategies outlined in the policy refer to HOD / TLR and support system within department.
- **A student should never be sent to the Head of Year's office without prior arrangement** – If a student leaves the lesson without permission or attempts to go to their HOY the Student Support Request button should be used.
- If a student needs to leave the lesson to use the toilet and they do not have a toilet request must be submitted. The student will then be collected by a staff member on Emergency Contact or Active Patrol.

Role of Head of Department / TLR Holder

- Ensure that students are placed in appropriate classes and consult HOY/SLT link for advice when establishing teaching groups.
- Provide a clear structure of support within the department, ensure that colleagues are aware of support that is available - highlighting key staff to support with behaviour issues throughout the week.
- Maintain an up to date internal isolation support rota within the department.
- Monitor that all members of the department are following the behaviour for learning policy.
- Monitor trends and patterns within Bromcom behaviour management logging system.
- Allocate standardised subject report as and when applicable, ensuring HOY and Tutor are aware of which students are on report. Record this intervention on Bromcom and inform parents.
- Liaise with the pastoral team regarding any persistent behavioural issues.
- Complete S2 afterschool detentions and support staff to complete detentions within department.
- Analyse ATL grades at each AP and provide a forum for departmental staff to discuss any student concerns or ATL issues.
- It is expected that each curriculum area will develop a behaviour for learning policy specific to that area which fits within the framework of this whole school policy.

Tutor

- Greet students at the door and encourage an orderly arrival to tutor group time.
- Encourage and monitor excellent attendance and track punctuality.

- Tutors have a key role to ensure daily checks on equipment, uniform, make up, nails, eye lashes and jewellery happen at the start of the day – any issues to be referred to HOY.
- The start of each morning tutor group should be an opportunity for tutees to demonstrate that they have their school bag and equipment. Tutors to begin the tutor group session by students placing these items on their desk, as an established routine.
- Where equipment or uniform is an issue, pastoral support can provide such items.
- Persistent failure to arrive at school without the necessary equipment, or without being dressed in correct uniform (without genuine reason or mitigating circumstances) will be met with a break time detention.
- Referral to HOY where persistent failure to comply occurs.
- Monitor students on report when requested by HOY.

Role of Head of Year / Deputy Head of Year

- Liaise with Head of Lower School/Head of Upper School and respective SLT link.
- Support staff and tutors with persistent behavioural concerns.
- Monitor punctuality concerns and implement sanctions as appropriate.
- Take an active role in the ‘Welcoming Entrance’.
- Ensure regular communication with students' families and update teaching staff where behaviour contracts or agreements have been made.
- Coordinate and provide support in parent/teacher meetings where behaviour has not improved following appropriate sanctions.
- Monitor a student's progress and behaviour patterns as an overview to enable outside agencies to be informed and involved where appropriate.
- Initiate and monitor use of report system, Intervention Strategy Meeting (ISM) and ATL data.
- Monitor trends and patterns within Bromcom behaviour management logging systems.
- Reinforce positive behaviour for learning within assemblies, active tutorials and around school.
- Reward positive attitudes, behaviour and attendance in line with whole school rewards policy.
- Coordinate pastoral led behaviour for learning walks across whole school.
- Deal with all serious incidents that occur - including acts of physical violence, verbal abuse directed at a member of staff, smoking, bullying and discrimination.
- Report all incidents involving acts of discrimination, racism and bullying immediately to SLT link and Equality Lead.
- Support process of removing a student from the classroom.
- Following any period of suspension, the HOY must initiate a reintegration meeting involving both student and family (plus any other appropriate member of staff).
- Coordinate tutor teams to ensure high standards are maintained during morning tutor group.
- Maintain a visible presence throughout the school day by undertaking Emergency Contacts, Active Patrols, duties in behaviour hotspots and lunch time task forces.
- Support the collection of students for after school detentions and regularly oversee sanctions.

Role of Pupil Support Assistant (PSA)

- Provide individual, emotional and behavioural support for targeted students within the group.
- To work 1:1 with students who have been removed from the classroom or during a period of internal exclusion.
- Deliver self-esteem and other social development sessions where appropriate, focusing on positive behavioural strategies.
- Support with the removal of students from lessons.

- Liaise with parents and outside agencies to direct additional support.
- To be directed by HOY to support within departments where appropriate.
- To oversee year group social areas at directed times.
- To support tutors to enforce standards during active tutorial.
- Complete uniform and equipment check during tutor time.
- Analyse behaviour and attendance patterns using Bromcom.

Role of the Special Educational Needs Coordinator (SENCO):

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Role of the Head of Lower School and Head of Upper School:

- Line manage all HOYs.
- Co-ordinate the use of the Reflection Room, which is used following serious incidents of poor behaviour.
- Strategically lead and develop a successful pastoral system which promotes a positive climate for learning.
- Consider cases for fixed period of suspension, via consultation with the Headteacher or Head of School.
- Oversee and attend reintegration meetings following fixed periods of suspension, where appropriate.
- Provide INSET opportunities for Behaviour Management and The Role of a Tutor to newly appointed staff.
- Oversee use of graduated response documents for students and also use of managed moves, directions off-site and referrals to the Secondary Inclusion Panel.
- Consider alternative provision as a strategy to re-engage students Coordinate and monitor the use of the 'Emergency Contact' system.
- Oversee part-time timetables.
- Half termly updates at Senior Leadership Meetings on behaviour patterns, internal exclusion and suspension numbers and students currently accessing alternative provision.

Senior Leadership Team

- Through Senior Leadership Team link meetings, support HOD with strategies for promoting a positive climate for learning.
- Support HOD to challenge staff that have failed to comply with the Behaviour for Learning Policy.
- Support the duty, detention and 'Welcoming Entrance' system.
- Enforce behaviour standards during morning and afternoon bus and gate duties.
- Support the 'Emergency Contact' and Active Patrol system and coordinate the follow up appropriately.

Governing Body

- Through Governors meetings ensure that the Senior Leadership are accountable for creating a positive climate for learning.
- Support the Behaviour for Learning Policy by ensuring the effective management and implementation of the Governors Pupil Disciplinary Committee.

- Participate in CPD to ensure that they understand latest behaviour policy and government guidance on suspensions and behaviour management.

Monitoring Pastoral and Reporting Systems (Appendix G)

- Following each Assessment Point, an ISM will determine those students who need closer monitoring on a pastoral report. This will be decided by the HOY and can include a range of reports which include HOY Report, HOY Target Report, Tutor Report or Tutor Target Report.
- HOY/Tutor Report – this report requires each class teacher to record an ATL grade for each lesson. If a student receives a grade 3 or 4, they will be given a sanction from their HOY or Tutor.
- This includes: 1 x 3 = break time detention, 3 x 3s = an afterschool detention or 1 x 4 = an afterschool detention.
- If a student repeatedly receives grade 3s or 4s during a week they may be withdrawn from lesson and placed in internal exclusion.
- HOY/Tutor Target reports require students to meet three predetermined targets each lesson. Failure to do so will result in additional sanctions from the HOY or tutor.
- The type of report and who monitors the report will be decided by the HOY
- While on a pastoral report, students will have their report checked by the relevant member of staff at regular points throughout the day.
- The purpose of pastoral reports are to support ATL, behaviour, academic progress or poor attendance. The HOY will notify all staff, parents and students of which students are on report, which type of report they are on and who they will be monitored by (see intervention policy for further details).

Department Report (See Appendix H)

- If a HOD feels that a student would benefit from a period of time on departmental report (where the student hasn't been identified at the ISM), the school subject report can be used for a period of 2-8 weeks (maximum). Parents must be notified of the decision (how long) and kept informed of progress against departmental targets. This should be communicated in the form of a letter.
- Class teacher, parents and students must be clear of expectations whilst on report and understand the sanctions that are in place for failure to make progress against target. It is the department's role to monitor progress of students on subject report.
- HOD must liaise with HOY to ensure a clear overview of issues across departments.
- Whilst on departmental report, class teachers are required to record incidents of poor behaviour on Bromcom.

Reporting and Recording Behaviour Incidents

- Individual class teachers are responsible for logging behavioural incidents and following up with sanctions that are appropriate. Sanctions must be recorded.
- Where strategies within the classroom have failed to modify inappropriate conduct, the HOD / TLR holder must be informed and seek to place the student in another area within the department.
- Pastoral staff will monitor behaviour incidents for their year groups and ensure that sanctions are completed.
- Students who continue to receive behaviour logs will trigger further interventions.
- Pastoral Teams will be responsible for coordination whole school intervention where appropriate, ranging from a phone call /letter home, to a meeting with SLT / Governors.

Serious Incidents of Inappropriate Conduct

- Where strategies within the department have failed to modify inappropriate conduct, or refusal to accept instructions from a member of staff, this must always be dealt with following the correct channels.
- If a student continues to defy staff despite the school's support system, they leave the school with no option but to enforce a fixed period suspension or an equivalent period of time removed from the classroom.
- Students who are found smoking, vaping, drinking / in possession of alcohol or illicit substances on school site or when travelling on the school buses, can be formally suspended for a period of at least 1 day or spend the equivalent time in supervised internal exclusion, coordinated by the HOY. Such offences can also trigger consideration for a longer fixed period of suspension, or in some cases, a permanent exclusion.
- Students who are found with any articles that could be used as a potentially dangerous weapon; including knives, pocket knives, bladed articles or any fire arms or imitation fire arms, will be formally suspended for at least one day or spend the equivalent time in time in supervised internal exclusion, coordinated by the HOY. Such offences can also trigger consideration for a longer fixed period of suspension, or in some case, a permanent exclusion.
- Any acts of physical violence, racism, discrimination, verbal abuse or persistent bullying directed towards a member of staff or another student will always be treated with the most severe sanctions. Each incident will be judged and dealt with on an individual basis and depending on circumstances will most often lead to a fixed period of suspension or supervised internal exclusion. Parents / carers will always be informed and will be required to attend a reintegration meeting following the incident. All such serious incidents are regularly reported to governors.
- If a student swears directly at any member of staff or uses inappropriate language of any kind towards a member of staff, they must be referred immediately via the correct channels of support. They will almost always receive either a fixed period of suspension, or an equivalent amount of time internally excluded as coordinated by the HOY. The student will not be allowed back in lesson without completing the initial sanction, relevant restorative work and following consultation with the department in question.
- For students with particular learning difficulties, disabilities or statements of SEN, the member of staff should not impose any sanction until consultation with SENCO/HOY to ensure that any special circumstances have been taken into account.

Emergency Contact and Support

- If a student's behaviour is extreme, dangerous or continues to escalate despite all school systems being followed and implemented, there is a rota for senior staff / SLT emergency contact. If you require emergency support click on the red button on the desktop titled 'emergency'. This will ensure you receive support immediately.
- If a student's behaviour is persistently disruptive it is important that they are directed to an on-call room and given an S3 before an emergency contact is issued.
- It is important that staff consistently remind students that they have a choice with how they choose to behave and respond, to enable the student to fully understand the consequence of their actions before this call is made.
- However, if a students' behaviour is extreme and/or dangerous, staff have the right to immediately issue an emergency contact.
- As this support should only be used in an emergency and when all other school systems have been exhausted, there will a subsequent investigation by the HOY to determine the appropriate sanction. As this incident is an S4, it can result in the student being placed in internal exclusion or receiving a suspension.
- Within 24 hours of the incident there will be communication between the member of staff who removed the student on Emergency Contact and the member of staff involved; this will be a time to ensure appropriate action had been taken and share the outcome of any further sanctions needed.

- Before the student is permitted to re-join the lesson, a restorative conversation must take place.

Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. Separate advice is available on the school website 'Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies'.

A number of staff have received training in Team Teach strategies and techniques to de-escalate behaviours in school. Some of these techniques involve the use of appropriate, necessary and reasonable force. Should one of these techniques need to be used then the incident will be followed up accordingly with support provided for students, their families and staff. All incidents will be recorded as required in school.

Searching, Screening and Confiscation

- School staff can search a pupil for any item if the pupil agrees.
- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or items that could be used as a weapon
 - alcohol
 - drugs
 - stolen items
 - tobacco, cigarette papers, electronic cigarettes and vapes
 - fireworks
 - pornographic images
 - Any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which maybe searched for.
- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.
- Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.
- Staff have a defence to any complaint or other action brought against them. 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.
- The school may use a metal detector during searches to identify metal items if this is seen as necessary and may only be authorised by the Head of Lower/ Upper School or the Headteacher/ Head of School.
- The school also has the power to dispose of confiscated items in keeping with DfE guidance.

All items that are prohibited on school site are subject to confiscation. Additional items subject to confiscation include, but are not limited to, the following:

- Mobile phones,
- Jumpers not specified by the uniform policy,
- Hooded sweatshirts,
- Additional items of jewellery,
- Energy drinks,
- Take Away food from off-site providers,
- Large amounts of sweets, chocolate or drink which are thought to be brought on to school site to sell,
- Items considered to be detrimental to classroom learning.

All policies are in line with Department for Education Guidance. For further information, please see below:

- For further information, please see links below:
 - [Behaviour in Schools – February 2024](#)
 - [Searching, Screening and Confiscation – July 2022](#)

Internal Exclusion:

At Wales High School, students may be placed in **internal exclusion** as an alternative to a fixed-term suspension. This may follow serious or repeated breaches of the behaviour policy, such as failure to attend a 1-hour detention, a Stage 3 incident, or an Emergency Contact.

Internal exclusion is used in response to **dangerous, defiant, or disruptive behaviour**, especially where suspension has previously proven ineffective. Students remain in school under staff supervision, working either in a Head of Year's office or the **Reflection Room**—a space designed for focused work, restorative tasks, and behaviour reflection.

When a student has been placed in Internal Exclusion, they are required students to remain in school until 4.00pm. Parents or carers will be informed of this by the pastoral team.

At the start of the period of internal exclusion, students must hand in their mobile phone and bag to the HOY. Following this, the student will sign a contract of standards and expectations. Failure to comply with these clear procedures will result in a suspension and the student repeating the internal exclusion when they return to school. Whilst a student is internally excluded from lessons, the school will ensure that food is provided and that the health and safety of students and any requirements in relation to safeguarding and student welfare are met.

The length of the internal exclusion will be decided by the pastoral team. Internal exclusion may also be used following a suspension. This is often used to decrease the length of suspension and to facilitate restorative work to take place and allow the student to successfully reintegrate back into school. Following a suspension, the internal exclusion will take place in the reflection room.

Occasionally, Wales High School will use an alternative venue for internal exclusion, which may also include sixth day provision of a suspension. This is always prearranged with family before it takes place.

Department Reset:

Department Reset is used to support behaviour management within a particular department. This can take place within a lesson, when a student is removed from the lesson (S2) and requested to work away from their peers in a designated area from the remainder of the lesson. This is supported by subject specialists and minimises disruption during the lesson. Refusal to follow this instruction can result in an escalation.

If there has been a significant issue within the lesson or behaviour is a persistent problem within the subject, the class teacher and Head of Department reserve the right to place the student in question within their Department Reset in future lessons in order to work with the student and facilitate restorative work to initiate a positive change within their behaviour.

If a student has been suspended as a result of their behaviour within a lesson, the department may require the student to work within Department Reset until restorative work has been completed and it is deemed appropriate for the student to return to their normal lesson.

The Restorative Education Centre (The REC):

- The Restorative Education Centre is a specialist Alternative Provision based in school. The purpose of the REC is to work with disengaged students, students who may have significantly breached the school's behaviour policy or need additional nurture based provision.
- Students may be directed to work in the REC for a specified period of time in order to reflect on their behaviour and engage in directed Restorative Work.
- The REC is also used to provide Alternative provision and curriculum to small groups of students who have been identified for additional support by the Assistant Headteacher .

Suspensions / Permanent Exclusions:

When the decision is taken to exclude a student from Wales High School, the parent or carer will be informed immediately and they will receive, without delay a letter informing them of this decision, what the period of time will be for the suspension and why the decision has been taken to proceed to this stage. Information is also provided which outlines support and offers guidance on how to appeal against a student's suspension. It is important to note that any student who is excluded for any period of time beyond 5 days must be provided with full time educational provision from the sixth day of suspension. Following a suspension, the school may decide to hold a reintegration meeting to look at strategies to allow the student to return to school successfully.

During a suspension, the school will also provide work. If you fail to receive this or are unable to access this, it is the responsibility of the family to notify the school.

Following a particularly serious incident, and / or when a student fails to respond to intervention and support and therefore is involved in a series of serious incidents or they have received a total of 15 days of suspensions within a term or 45 days within an academic year, the Headteacher may consider issuing a permanent exclusion.

Governing Body Pupil Disciplinary Committee:

Following a particularly serious incident, and / or when a student fails to respond to intervention and support and therefore is involved in a series of serious incidents, Governing Body may wish to meet a student to discuss options detailed above.

Referral to Alternative Provision / ASPIRE Pupil Referral Unit:

When a student's conduct fails to improve following sanctions and support systems, a referral to Alternative Provision will be considered by the pastoral team. Such referrals may be for a short period of 2-6 weeks or may be part of a longer term off site provision agreement.

This may also include referrals to either the Aspire Outreach Team or to access a placement at one of Aspire's Pupil Referral Unit Centres.

All referrals will be administered via completion of the Rotherham Behaviour Guidance Thresholds and consultation with the school's Head of Lower School.

Referrals are made via the Rotherham Secondary Inclusion Panel.

Use of Part-time timetables and Alternative Provision:

- In the event of a persistent breach of the school's behaviour policy or it has been identified that a student needs additional support via specialist, alternative provision; the school will allocate short or long term placements.
- This will allow students to access specialist support or subjects which are not available at Wales
- In the event of this, the school will ensure that the student has access to specialist support, a core curriculum and regular review visits and quality assurance.
- In order to support a student who may be struggling to access full time education, the school may use a temporary, part-time timetables in order to reengage the students and help them transition back in mainstream education.
- A part-time timetable must have the agreement of the family and any outside agency currently working with the student and is not taken as a punitive measure or simply a way to manage behaviour.
- Part-time timetables are used as a last resort, should a student pose a safeguarding risk or not adhere to the terms of the contract, the school will be forced to withdraw the contract and place the student on a full timetable.

Managed Moves:

In the event of persistently poor behaviour and/or a significant breakdown in relationships; Wales High School can facilitate, with the agreement of the family in question, a Managed Move to a local secondary school to provide a student with a fresh start.

Whilst on a Managed Move, the students' behaviour will be monitored and reviewed. Should a Managed Move prove successful, the student will be given the opportunity to join the host school on a permanent basis.

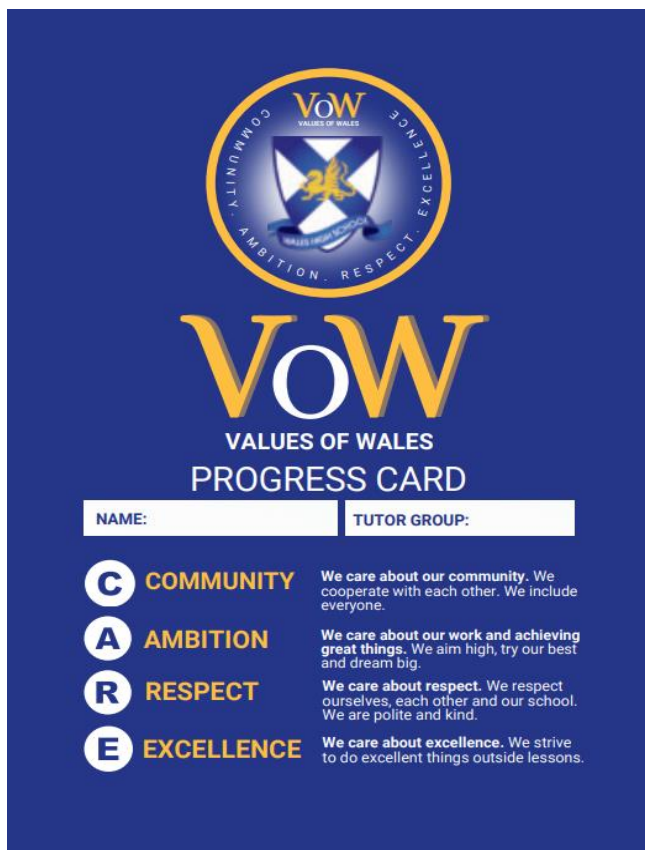
Direction Off Site:


In the event of a serious breach of the school's behaviour policy or following a period of persistently poor behaviour, whereby the risk of permanent exclusion is increasing; the Head Teacher has the power to direct a student off site to an alternative educational setting, to improve their behaviour.

Whilst the student is attending the placement, their behaviour will be monitored and be subject to regular planning and review, overseen by a member of staff from Wales High School. A programme of restorative work will also be completed.

Once the Head Teacher feels satisfied that the student has engaged with the restorative work and feels confident, from review, that sufficient improvements have been made for them to return, they will then be reintegrated back into Wales High School.

Appendix A – Values of Wales Card




VoW
 VALUES OF WALES
 PROGRESS CARD

NAME: _____ TUTOR GROUP: _____

C COMMUNITY We care about our community. We cooperate with each other. We include everyone.

A AMBITION We care about our work and achieving great things. We aim high, try our best and dream big.

R RESPECT We care about respect. We respect ourselves, each other and our school. We are polite and kind.

E EXCELLENCE We care about excellence. We strive to do excellent things outside lessons.



This VoW card area is to recognise your achievements and how you are going 'Above and Beyond' in upholding the VoW.

Collect 3 signatures for all 4 school values on separate occasions within the term to be invited to the end-of-term rewards event and receive an additional 25 house points.

	SIGNATURE AND REASON		
C	COMMUNITY		
A	AMBITION		
R	RESPECT		
E	EXCELLENCE		



This VoW card area is to monitor if you are not meeting the expectations of the VoW.

Should you receive 3 signatures within a term period then you will receive a centralised detention and a new card.

C A R E	SIGNATURE AND REASON
C COMMUNITY A AMBITION R RESPECT E EXCELLENCE	
C COMMUNITY A AMBITION R RESPECT E EXCELLENCE	
C COMMUNITY A AMBITION R RESPECT E EXCELLENCE	

If you lose your VoW card, you will be issued another card but will serve a detention in line with the school policy.

VoW EXAMPLES ✓

- C Community** - Doing something to improve the school environment or taking part in charity events.
- A Ambition** - Trying something new at break, lunch or after school.
- R Respect** - Helping students who are upset, supporting staff with events (e.g. book fair, sports tournaments).
- E Excellence** - Representing the district/county/country in an event. Being recognised for an outstanding achievement out of lesson time.

NON VoW EXAMPLES

- !** Antisocial behaviour whilst on the school premises such as running or shouting in the school corridors, or not walking on the left.
- !** Eating or drinking on corridors or outside year group spaces.
- !** Littering anywhere around the school and wider community. Use the litter and recycling bins to discard your unwanted items.

If you lose your VoW card, you will be issued another card but will serve a detention in line with the school policy.

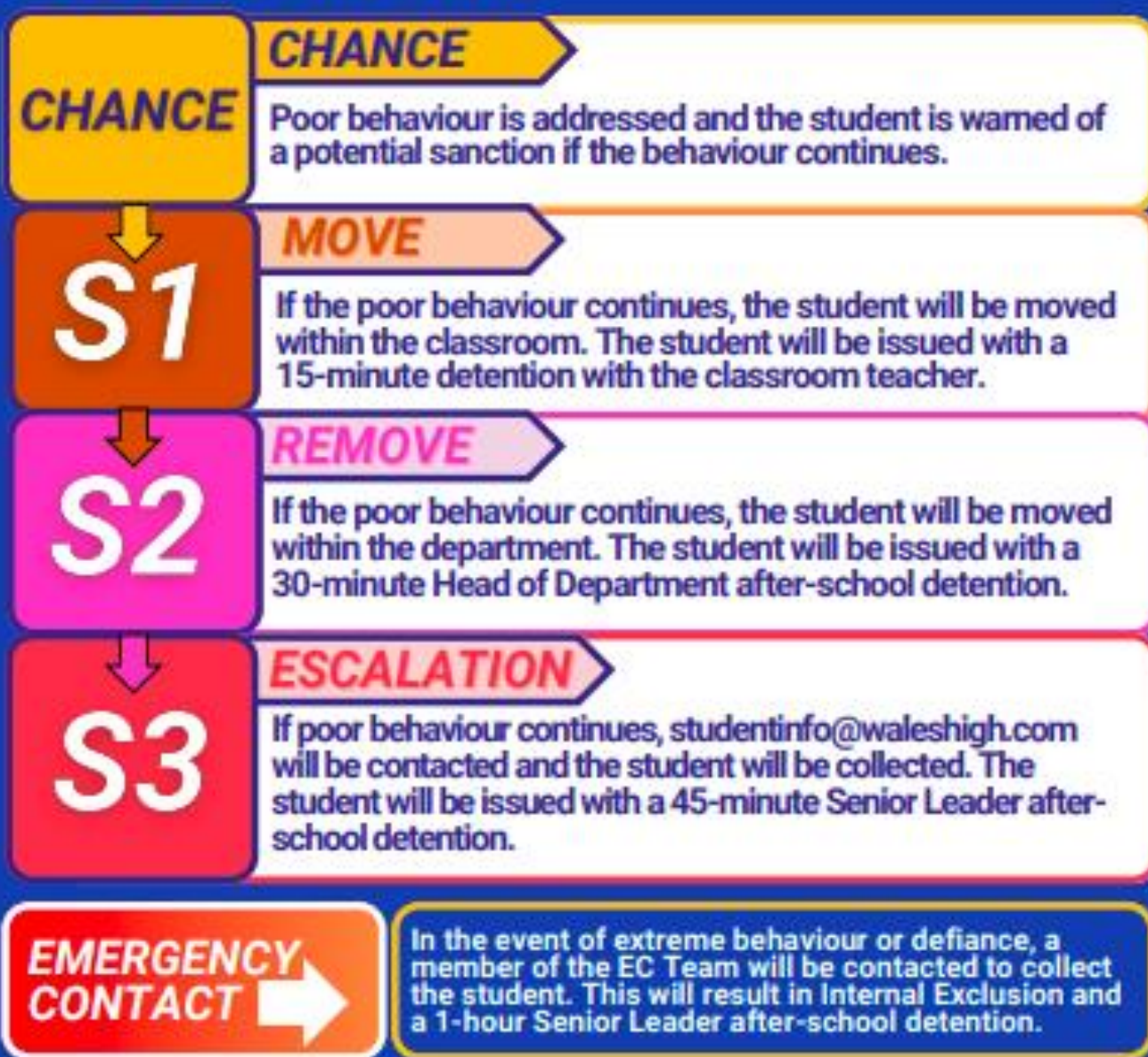
THE WALES WAY BEHAVIOUR FOR LEARNING



Nurturing good, happy and successful people who are prepared for life.

**GET IT RIGHT
FIRST TIME,
EVERY TIME**

STAGE >>> ACTION



BEHAVIOUR EXPECTATIONS

THE WALES WAY



EVERY LESSON, EVERY TIME



Arrive on time

Make every minute count towards your learning



Wear the correct uniform

To avoid disruption to learning



Enter the classroom in a calm manner

A quick start will allow you to focus and maximise your learning



Have all your equipment out at the start of the lesson

Be ready and prepared to learn AND complete the Focus 5 task on your mini-whiteboard



Listen carefully so you can hear all instructions

To understand the lesson content/ activities



Stay focussed and engaged when working

So you can complete your work to the best of your ability



Always raise your hand before asking and answering questions

To avoid speaking over others



Ask permission to leave your seat

Wandering around the classroom can distract the learning of others



Be respectful to everyone and listen when others are talking

Treat everyone as you would wish to be treated yourself



Follow all instructions given, first time, every time

So you can learn in a safe and calm environment



At the end of the lesson:

- Pack **YOUR** equipment away
- Stand behind **YOUR** chair
- Check **YOUR** uniform
- Wait until **YOU** are dismissed

PRESENTATION EXPECTATIONS

THE WALES WAY



EVERY LESSON, EVERY TIME



Write the title, objective or question and the date in your book

To find completed work easily and help with your revision



Always write in black or blue pen

So your work is presented appropriately



D.I.R.T work to be completed in purple pen

To show how you have improved your work



Always use a ruler to underline

This will make titles stand out and keep your work neat



Use a pencil for diagrams and pictures

So you can improve them if needed



Stick sheets in your book with a glue stick if directed to do so by your teacher

To keep important pieces of work and information safe



Neat handwriting

So you can go back and revise your work

1. =

Layout appropriate to the task – headings, subheadings, or bullet points

2. =

To support revision

TAKE PRIDE IN YOUR WORK

REWARDS

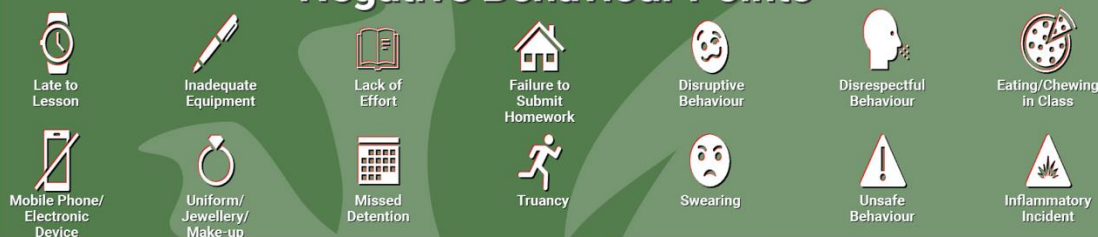


GETTING IT RIGHT
FIRST TIME,
EVERY TIME

Positive Behaviour Points



Negative Behaviour Points



★ ★ REWARDS ★ ★

INFORMATION

Over the course of the year, you will have **three Assessment Points**. For each Assessment Point, your **Achievement Points** will be counted and for those students who have achieved either a **Bronze**, **Silver** or **Gold Award** there will be a selection of prizes available.

BRONZE 100+

Students who have achieved over 100 points during a term will receive a letter home and also exciting prizes such as cookies, chocolate, queue jump passes and many more!

SILVER 150+

Students who have achieved 150 points during a term will receive a letter home and also exciting prizes such as access to the games room, exclusive use of sport equipment, rewards trips and many more!

GOLD 200+

Students who have achieved over 200 achievement points will receive a letter home and also access to exciting prizes such as Amazon Vouchers, Movie/Sports/Reading afternoons, reward trips and many more!

Headteacher Award

At the end of the year, those students who have had excellent Attendance, Attitude To Learning Grades and Achievement Points will receive the Headteacher Award.

ATL Rewards

At each assessment point, your class teacher will give you an Attitude to Learning Grade. This will indicate how hard you have worked over the assessment period. Those students who have worked hard and achieved excellent ATL Grades will receive a letter home and will be able to choose from a number of exciting prizes, including vouchers, rewards afternoons and priority access to trips.

LESSON ROUTINES

THE WALES WAY



EVERY LESSON, EVERY TIME



Know our students. Have a clear understanding of prior learning and check Pupil Profiles on Bromcom



Meet and greet students at your classroom door



Check uniform as students enter the room



Focus 5 task – Retrieve, Rehearse, Revise.
Use mini-whiteboards to identify misconceptions and check ALL students learning



Take the register on Bromcom



Share an objective, question or title with students and make sure it is written down and underlined



Reinforce standards and presentation expectations



Staff to mark in Green pen and Students to use Purple pen to complete D.I.R.T work



Praise and rewards recorded on Bromcom. Use behaviour points to reinforce standards



At the end of the lesson:

- Students should pack their equipment away
- Stand behind their chair
- Staff should check student's uniform
- Dismiss your class in a calm and orderly manner

Appendix G – Attitude to Learning Staff and Student Criteria Attitude to Learning:

Grade:	Description:	Example:
1	Outstanding Learner	<ul style="list-style-type: none"> • Highly motivated and achieves at an outstanding personal level • Exceptionally organised and demonstrates independence outside of the classroom • Home learning and revision is completed to a high standard • Presentation of work is excellent • Actively engages in all lessons
2	Active Learner	<ul style="list-style-type: none"> • Committed to learning and responds positively to most aspects of the lesson • Well organised and can demonstrate some independence • Completes home learning and revision to a good standard • Presentation of work is good • Will take an active role in the lesson
3	Passive learner	<ul style="list-style-type: none"> • Standard of classwork and home learning is inconsistent and lacks sufficient effort • Can engage in low level disruption during the lesson • Lack of revision and effort outside of the classroom • Issues with organisation and equipment • Some gaps in subject knowledge • Issues with uniform and/or mobile phone • Can be late to lesson
4	Disengaged Learner	<ul style="list-style-type: none"> • Poor behaviour in lesson; too often off task and disrupts the learning of others • Poor attitude towards staff and students • Work is rarely completed or inadequate • Rarely contributes to the lesson in a positive manner • Disorganised and lacks necessary equipment • Presentation is poor and shows a lack of care • Major gaps in subject knowledge • Home learning and revision is rarely complete • Frequently late to lesson

Students who receive a Grade 3 or 4 will also receive a 'teacher comment' to explain why that grade as be awarded. These will be chosen from the following list:

- Behaviour
- Equipment/Organisation
- Dedication to Learning
- Home Learning/Revision
- Poor Assessment Performance
- Punctuality

Appendix H: Commitment to Learning in the Sixth Form:

Commitment to Learning (CTL) Grades should not reflect the student's academic performance in a subject but the commitment and dedication they demonstrate towards their learning.

The system uses colour grading.

There are 8 categories that together help to provide an overall grade for the student:

- Punctuality,
- Attendance,
- NEA/ Coursework,
- Contribution in Class,
- Organisation,
- Preparation for Formal Assessment,
- Homework,
- Overall Motivation.

Each of these categories may be flagged as yellow, if there are minor concerns or amber if there are more severe concerns.

Classification within each individual category is considered before awarding the final grade

Blue	At least 1 B and all other categories should have at least G
Green	Nothing less than G
Yellow	No more than 2Y
Amber	No more than 2 A
Red	3 or more A

It is acknowledged there will be a degree of subjectivity within this and the overall award of the grade, should it not be G or B should be discussed with the student.

Sixth Form Student Behaviour

Students are expected to adhere to the code of conduct outlined in the charter signed by all students prior to commencing their Sixth Form education.

Any student who fails to adhere to the code of conduct will have appropriate sanctions and or contracts in place.

Failure to adhere to a contract may result in the student being requested to leave the school.

Currently, Bromcom may be used to log both positive and negative contributions to lessons and the Sixth Form as a whole. However, communication is encouraged on a face to face basis with students and contact via parents should it be appropriate.

As we are piloting the new CTL grades, we are currently reviewing, with students, the use of G4S for logging of individual activities.

Appendix I: HOY/Tutor ATL Report

WALES HIGH SCHOOL



HEAD OF YEAR REPORT

APPENDIX B

4a	Too often off-task and/or reluctant to engage in learning activities
4b	Displays little motivation to learn and/or underachieves compared to ability
4c	Classwork and/or home learning is rarely completed or inconsistent, despite guidance and help being offered
4d	Attendance and punctuality are causing a concern

Name: _____ TG: _____

Week Ending: _____ Tutor: _____

Reasons for being placed on Attitude to Learning Report (please tick)

Half Term Grades Attendance Parental Request
 Punctuality Behaviour Other

TARGET:

15

A written comment will be given for each lesson, together with a score from 1 to 4 (see below). The 'target' score will be set by the Head of Year.

ATL Grade	Description
1	Outstanding
2	Good
3	Some Concerns
3a	Doesn't always accept instructions first time. Low level disruption and needs reminding to stay on task
3b	Can lack commitment and motivation, and could improve initiative and organisational skills
3c	Classwork and/or home learning isn't always done or handed in on time. Often classwork and/or home learning is not their best work
3d	Attendance and punctuality could be better (as a guide below 96% and/or often late)
4	Learning is Disrupted

HOY/Tutor Target Report:

	TG	1	2	3	4	5	6	
MON								Parental Signature: (please sign daily)
TUES							Catch up sessions:	
WEDS							Catch up sessions:	
THURS							Catch up sessions:	
FRI								

HOY/Tutor Target Report:

MON	1		2		3		4		5		6			
TUES	1		2		3		4		5		Catch up session:			
WEDS	1		2		3		4		5		Catch up session:			
THURS	1		2		3		4		5		Catch up session:			
FRI	1		2		3		4		5					
												Target A Target B Target C		