



# YSGOL BRO GWAUN

READY, RESPECT, SAFE POLICY  
POLISI YN BAROD, YN BARCHUS, YN DDIOGEL

Adolygiad/Review: Blynnyddol / Annually

Adolygiad nesaf/Next Review: 09/2024

Wedi Cytuno gan Bwyllgor y Llywodraethwyr

Approved by Governors Committee

Arwyddwyd/Signed:

Pennaeth/Headteacher: \_\_\_\_\_

Llywodraethwr/Governor: \_\_\_\_\_

Rhiant/Parent: \_\_\_\_\_

Disgybl/Pupil: \_\_\_\_\_

Dyddiad/Date: \_\_\_\_\_

**READY, RESPECT, SAFE POLICY**  
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Rheoli Dogfennau / Document Control :

<b>Fersiwn/ Version</b>	<b>Adolygiad/ Reviewed</b>	<b>Crynodeb o Newidiadau / Summary of changes</b>	<b>Wedi cytuno / Approved:</b>
1.0		Original document	09/2023

Mae copi cyflawn o'r polisi hwn ar gael o swyddfa'r ysgol ar gais, gyda dyddiad cymmeradwyaeth, dyddiad adolygu a llofnod bob rhanddeiliad oedd yn rhan o cymmeradwyaeth polisi.

A complete copy of this policy is available from the school office upon request, they include an approval date, a review date and signatures of all stakeholders involved in the approval of the policy.

We have three important expectations at Ysgol Bro Gwaun – READY RESPECT SAFE. The behaviour policy supports these expectations.

Ysgol Bro Gwaun has a duty to pupils, staff and the community to create an environment where the core activity of learning is of upmost value. In order to ensure that high quality learning can take place in every lesson every day, all possible steps must be taken to ensure that disruptive behaviour does not have a negative impact on learning.

**The aims of Ready Respect Safe are:**

- To eliminate disruptive behaviour, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted.
- To provide clarity for staff and pupils about acceptable behaviour and the consequences of misbehaviour.
- To encourage pupils to take responsibility for their own actions.
- To enable teachers to deliver engaging and creative lessons, experiment and take risks, without concern for behaviour consequences.

**In order to achieve this, teachers will:**

- Create a stimulating environment to motivate and inspire pupils.
- Endeavour to form respectful relationships with pupils.
- Promote high expectations at all times.
- Employ the 'Ready Respect Safe policy consistently and fairly.

**Every child has a right to learn** and no child has the right to disrupt the learning of others.

This demands a positive policy encouraging appropriate attitudes through rewards and praise. We aim to prevent unacceptable behaviour and use the effective tool of Restorative Practice to build positive relationships.

**Code of Conduct**

Pupils are made aware of the school expectations and are expected to adhere to them. Pupils and parents are asked to sign the Home School Agreement and to return a copy to school.

Pupils are more likely to accept a school's code of conduct if it is clearly understood, consistently applied and seen to be reasonable and effective. Pupils need to see that rewards and sanctions are used consistently and fairly. However, it is important that our policy takes account of pupils' educational needs, particularly those of an emotional and behavioural nature.

The one rule for all of us in school is **everyone will act with courtesy and consideration for others at all times**. This means that:

- Respect is shown to everyone.
- Bullying of any sort will not be tolerated.
- We will not disrupt other children's learning.
- We will be kind and gentle towards everyone and never show aggression to others.
- We will speak nicely to one another and never use bad, aggressive or threatening language.
- We will move gently and quietly around the school – left side of the corridor.
- We will help to keep the school clean and tidy by putting litter in bins, keeping walls and furniture unmarked and taking great care of displays and other people's work.
- We will leave valuables at home or hand them into the office for safe keeping during school hours (e.g. hand-held computer game consoles and jewellery).
- Mobile phones are switched to silent, can be left in lockers and they can be handed in to the office and collected at the end of the school day.
- We will take care of our own property and other people's property.
- Other pupils' belongings must not be taken or borrowed unless permission has been given.
- We are a healthy eating school so we will encourage everyone to eat healthily.
- We are an eco friendly school and therefore take care of resources and use them sustainably.
- We will be good ambassadors when representing the school.
- We will always try to understand other people's point of view.
- We will remain in the designated areas breaktimes (or if wet, to remain in the designated corridors or classrooms).

### **Classroom Organisation – maintaining discipline**

On occasions pupils will test the boundaries of acceptable behaviour. The key is a positive approach and a fundamental appreciation of well-being factors that can affect a pupil's behaviour.

- Relationships are vital. If pupils are greeted with a smile and a friendly word, they are likely to respond positively. If they are aware that we are interested in them as individuals, they are more likely to have respect.
- Maintain high expectations of behaviour and work at all times.
- Well prepared and stimulating lessons generate good behaviour.
- Keep everyone occupied, challenged and motivated.
- Work that is well differentiated will ensure all pupils have success and gain a sense of achievement.
- Keep an attractive, tidy, organised room with interesting wall displays.
- Insist on tidiness from the children – books and equipment to be tidied away.
- Develop and encourage independence in all pupils.
- Insist on care of books, equipment and furniture.
- Insist on high standards of presentation in books.
- Insist that the class rules and school rules are followed by all pupils at all times.
- Aim to head off problems before they occur. Good humour can often diffuse an awkward situation.
- Classes should not be left unattended except in an emergency.

The organisation of activities at lunchtimes assists in maintaining good discipline in the playground. Clubs such as the 5x60, BSmart, Youth Room etc. are vital to occupy pupils at lunchtimes.

### **KS3 Praise Systems:**

- Class charts merit points will be placed on pupils' accounts for good work and effort etc. Points will be collected at the end of every term and pupils will receive certificates and move forward through the bronze, silver and gold awards.
- Pupils of the week – pupils will be nominated if they have worked extremely well and they will receive a letter home and a certificate in assembly.
- Galwad Gwener Gwych – Feel good Friday phone call – Staff will nominate pupils who deserve a Friday phone call for outstanding work and effort in lessons or in any extra-curricular activities.
- Lunch with the Head – Pupils who show a constant commitment to whole school activities will be offered a free lunch with the Headteacher.
- Crwydr Clod – Staff members walk the school and praise good work and achievement.
- SLT/YPM/ALNCo postcards to be issued to pupils.

### **KS4 and 5 Praise Systems:**

- Class charts merit points will be placed on pupils' accounts for good work and effort etc.

Points will be collected at the end of every term and pupils will receive certificates. Pupils with a high number of Classchart points will be entered into a prize draw (consisting of money/gift cards!)

- Pupils of the week – pupils will be nominated for working extremely well and they will receive a letter home and a certificate in assembly.
- Galwad Gwener Gwych – Feel good Friday phone call – Staff will nominate pupils who deserve a Friday phone call for outstanding work and effort in lessons or in any extra-curricular activities.
- Lunch with the Head – Pupils who show a constant commitment to whole school activities will be offered a free lunch with the Headteacher.
- Crwydr Clod – Staff members walk the school and praise good work and achievement.
- SMT/YPM/ALNCo postcards to be issued to pupils who take part in assemblies, achieve well in extra-curricular events, maintain excellent attendance etc.

**\*\* A termly Praise Calendar is followed throughout the year and pupils are praised for positive effort, attainment, progress and attendance.**

### **Sanctions: C System**

WARNING – to be issued before the C system begins

C1 – 10-minute class teacher detention – note in planner/recorded on CC

C2 – 15-minute class teacher detention – note in planner/recorded on CC

C3 – 20-minute HoD detention – note in planner/recorded on CC

C4 – Lunchtime detention with YPM – note in planner/recorded on CC

C4+ - HoD/YPM/SLT After School Detention for out of class poor conduct – a phone call/Expressions message will inform parents/guardians

C5 – Whole day in the Ready Respect Safe (time out) room – C5 incident report sheet completed by YPM.

Regular attendees will need a Ready 2 Learn plan meeting with SLT / YPM / ALNCo before returning to mainstream classes.

A phone call/Expressions message will inform parents/guardians.

Exclusion – Pupils can be excluded from school for a period of time if behaviour deems inappropriate and all C sanctions have failed. Work will be supplied for pupils who are excluded. Parents/Guardians will be informed and a back to school meeting will be required with parents/guardian's present.

Pupils caught smoking or vaping will be excluded.

**Please note:**

- RRS room will be used as an internal suspension facility at times if any welfare issues arise and home is not a safe place.
- Mobile phones and all electronic devices are banned due to safeguarding issues. If a pupil is caught with a device during school time, they must hand it over and collect at the end of the school day from the office. If a pupil refuses to hand the device over it will automatically lead to a C5.

**Pupils with Additional Learning Needs / Provision, and Pupils with a History of Need**

To support learners with identified specific Additional Learning Needs a bespoke individual support plan (Ready to learn – modified pupil plan) may be put in place by the ALNCo or the YPM. Where appropriate, this may include advice and guidance for pupil, staff and parents regarding managing behaviour effectively. All pupils have a one-page profile, which is accessible to all staff. This profile highlights the strengths of pupils and any areas of concern or difficulty. Also, all staff are given specific strategies to support pupils.

The "Ready Respect Safe" policy focuses uncompromisingly and unapologetically on an expectation of positive behaviour within the classroom and around school. The ALNCo or a YPM will liaise with families when deemed necessary and appropriate.

**Serious Incidents**

In the event of a serious incident taking place (such as uncontrolled physical or verbal abuse) an immediate referral to the 'RRS' room will be made.

A thorough investigation will take place following any serious incident.

There will be occasions when a pupil needs to be spoken to by a member of staff because the pupil is a witness, complainant, or otherwise a person of interest when investigating a breach of this school discipline policy. It is neither logistically possible nor helpful in the interest of a timely and thorough investigation to undertake that a parent or other adult of the pupil's choice will be in attendance when this is done.

Staff are always required to work within appropriate professional standards, and parents must understand that while we safeguard the welfare of any pupil being interviewed, staff may need to challenge and test the accuracy and truthfulness of what they are told. Where a pupil is suspected of involvement in very serious misconduct which might lead to permanent exclusion, an interview with the pupil concerned will always be done by a senior member of staff, with a further senior member of staff designated to support and advise the young person, and notes will be taken, often by a third party. Interviews are not recorded.

### **Pupil statements for 'Serious Incidents'**

When giving a statement or account of events pupils are expected to provide a full and accurate account of events as they have witnessed. Pupils must not provide a witness statement based on what others said happened. When relaying what others have said took place, pupils must make this clear in their statement.

A pupil declining to provide a statement when asked will not impede an investigation nor the imposition of a sanction (punishment) where the available information indicates this to be appropriate.

### **Offensive Weapons**

Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person or intended by the person having it with him/her for such use.' This includes 'any article which has a blade or point or is sharply pointed.' We define this further by making it clear that all pocketknives are included in this definition for the purposes of maintaining school discipline and the safety of the whole community.

Pupils who have an offensive weapon will have the offending article removed from them. This will not be returned to the pupil. The parent/carer will be informed and may request permission to pick the article up from the school. A decision about whether this will be granted will be made in liaison with the police.

The pupil may be excluded either for a fixed term or permanently as a result of this act. This decision will be taken when full information is known. A referral MUST be made to the Youth Offending Team.



All the above also applies to fireworks and other explosive material.

### **Sharing of offensive material**

This is unacceptable and inappropriate. The pupil will be isolated until relevant outside agencies have been contacted and advice taken. Where appropriate consequences are imposed.

### **Drugs, alcohol and illicit substances**

If staff or pupils report a suspicion of any person involved with drugs or alcohol then the person/s will be interviewed, possibly searched and parents contacted. This situation raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances the pupil will receive appropriate consequences. In some circumstances a search may take place without consent, provided it is carried out within the boundaries set by the Department of Education. ([www.gov.uk/school-discipline-exclusions/searches](http://www.gov.uk/school-discipline-exclusions/searches))

Any item found will be confiscated. Drugs will be removed from the school site by the police; alcohol will be destroyed.

Any incident relating to illegal substances will be reported to the linked police officer to the school or via phone contact to 101 or 999 depending upon the seriousness of the incident. In addition to this, appropriate consequences will be considered by the school.

### **Pupil statements for 'Serious Incidents'**

When giving a statement or account of events pupils are expected to provide a full and accurate account of events as they have witnessed. Pupils must not provide a witness statement based on what others said happened. When relaying what others have said took place, pupils must make this clear in their statement.

A pupil declining to provide a statement when asked will not impede an investigation nor the imposition of a sanction (punishment) where the available information indicates this to be appropriate.

### **Ancillary powers of staff**

Consistent with the provisions of the Education and Inspections Act (2006) it may be necessary for staff in exceptional circumstances to search pupils for items such as a stolen item, substances of abuse or items which could be harmful to others. Searches may include a pupil's bag and locker.

### **Obstruction of an investigation**

If serious misconduct has occurred, pupils are expected to be helpful to staff investigating. Pupils who wilfully conceal important information or knowingly give inaccurate information will face consequences up to an exclusion.

The level of co-operation offered by a pupil facing any investigation will be considered when determining the severity of sanctions imposed.

### **Fixed Term Exclusions**

The use of exclusion from school, whether it be for a fixed term or permanently, is always the last resort. 'Exclusions should not be used if alternative solutions are available e.g., 'Ready to Learn plans', restorative approaches, PSPs, Managed Moves and 'Individual exclusions should be for the shortest time necessary'. Only the Head teacher can exclude a pupil. In their absence the Deputy Head or in their absence the most senior teacher may exercise the power, but the parent/carer needs to be informed in the letter sent home that this was in the absence of the Head teacher.

The decision to exclude a pupil is not taken lightly and a thorough investigation into the events that led to this poor behaviour need to be looked at closely. When the Head teacher feels that there is no other appropriate sanction for the behaviour displayed, they will exclude. However, the Head Teacher should satisfy themselves that reasonable alternatives to exclusion have been considered especially for those pupils with ALN or CLA. In the case of pupils with ALN the Head Teacher MUST have due regard for the pupil's ALN and MUST also have considered a range of alternative consequences to address the behaviour. The Head Teacher MUST conclude that it is reasonable and proportionate to exclude the pupil on this occasion.

Following an exclusion, pupils return to school and will have a re-integration meeting with the YPM or a suitable member of the SLT, during which the pupil can reflect on their behaviour and any additional strategies that have been agreed to help address the pupil's future behaviour are reinforced. This is a time for positivity and ways forward and to ensure the pupil is aware of the school's future expectations.

The governors of the school MUST be informed of all fixed term exclusions.

The LEA Behaviour Support Teacher should be involved at an early stage to provide and advice to support the pupil and the school with strategies.

### **Permanent Exclusion**

A permanent exclusion is the most severe consequence within the school system. This is only considered when all other avenues have been exhausted. The decision to permanently exclude can only be made by the Head teacher.

The Head teacher raises this with the relevant Governor's committee and the LEA within 1 working day. As for fixed term exclusions, Head Teachers MUST have due regard to explore all other sanctions including all reasonable adjustments to current policy and practice and have concluded that a permanent exclusion is a reasonable and proportionate response to the pupil's actions even given their ALN.

### **Complaint/Appeals against a sanction**

The school has and reserves the authority, acting in loco parentis, to impose sanctions and to require those sanctions to be completed.

Parents/carers may not unilaterally delay, postpone or otherwise override a sanction. The sanction belongs to the pupil and a failure to comply with the school direction will be considered defiance, resulting in a sanction to the next level. A sanction may only be delayed with the agreement of the member of staff setting the sanction. This will only occur if there are reasonable grounds to believe new evidence and further consideration might be warranted, and not on the grounds that the parent/carer or pupil object or disagree with the sanction.

Parent/Carer and pupils may appeal a sanction if they believe it to be unfair, unreasonable or poorly managed, this is done through the complaint's procedure.

**(Please also refer to the School Anti-Bullying Policy document, LA Exclusion Policy documents and the LA Positive handling and Time out rooms guidance)**

A working party of staff, pupils and parents have been consulted and their views have been incorporated into the review of this policy.