



YSGOL BRO GWAUN

Behaviour for Learning Policy

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Approved by Governors Committee

Arwyddwyd/Signed

Pennaeth/Headteacher: _____

Llywodraethwr/Governor: _____

Rhiant/Parent: _____

Behaviour for Learning Policy

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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.

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Introduction

At Ysgol Bro Gwaun, we are committed to creating a bilingual, inclusive and aspirational learning environment where every pupil is supported to achieve their full potential. We believe that positive behaviour, strong relationships and a culture of mutual respect are fundamental to successful learning and personal development.

Our Behaviour for Learning Policy is built around our core values of Ready, Respect, Safe. We expect all members of our school community to arrive ready to learn, show respect for themselves and others, and contribute to a safe environment where everyone can thrive. These values underpin every aspect of school life and reflect our school motto:

Angori Doeth, Dyfodol Disglair

Anchor Wise, Bright Future

We believe that every behaviour is a form of communication and every interaction provides an opportunity for learning, reflection and growth. Our behaviour systems are designed not only to address poor behaviour but also to teach, support and develop positive choices. We recognise that pupils learn from clear boundaries, predictable routines and consistent expectations.

Our approach combines:

- Clear and consistent expectations.
- Fair and proportionate consequences.
- Restorative practices that repair relationships.
- Targeted interventions and support.
- Graduated responses to repeated behaviour.

Consequences are applied consistently to ensure that all pupils understand the impact of their choices. However, consequences alone do not change behaviour. For this reason, every significant behaviour incident is accompanied by an appropriate restorative process designed to encourage reflection, rebuild relationships and support future success.

Where behaviour concerns persist, support and intervention will increase alongside consequences. This may include parental involvement, Behaviour Support Plans, mentoring, Youth Worker support, Police Liaison Officer input, external agency involvement and multi-agency working where appropriate. Our aim is always to understand the underlying causes of behaviour whilst maintaining high expectations for all learners.

We recognise that behaviour can be influenced by a range of factors, including Additional Learning Needs (ALN), Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs, adverse childhood experiences, safeguarding concerns and other vulnerabilities. Appropriate reasonable adjustments and support will be considered alongside consequences. Whilst serious behaviour will always be addressed, our responses will take account of individual circumstances where appropriate.

Through a combination of strong relationships, restorative practice, high expectations and meaningful support, we aim to ensure that every pupil is able to make wise choices, contribute positively to our school community and achieve a bright future.

Roles and Responsibilities

Pupils

At Ysgol Bro Gwaun, pupils are expected to uphold the school values of Ready, Respect, Safe at all times. Pupils are responsible for taking ownership of their behaviour, engaging positively with learning and contributing to a safe, respectful and inclusive school community.

Pupils are expected to:

- Arrive ready to learn and equipped for lessons.
- Follow staff instructions the first time they are given.
- Treat others with kindness, courtesy and respect.
- Take responsibility for their actions and choices.
- Engage positively with restorative conversations and interventions.
- Attend and complete any sanctions issued.
- Work with staff, parents and support services where additional support is required.

Parents and Carers

Parents and carers play a vital role in supporting positive behaviour and establishing high expectations for their children.

Parents and carers are expected to:

- Support the school's Behaviour for Learning Policy.
- Ensure pupils attend school regularly and punctually.
- Encourage positive attitudes towards learning and behaviour.
- Respond to communication from the school regarding behaviour concerns.
- Attend meetings where appropriate.
- Support restorative processes and agreed interventions.
- Work in partnership with the school to address any emerging behaviour concerns.

Where behaviour concerns persist, parents and carers will be involved in planning and reviewing interventions designed to support improvement.

Teachers and School Staff

All staff are responsible for creating a calm, safe and purposeful environment in which pupils can learn and succeed.

Staff are expected to:

- Consistently apply the Behaviour for Learning Policy.
- Maintain high expectations of behaviour and conduct.

- Model respectful and professional behaviour at all times.
- Use the Reminder, Refocus and Removal system consistently.
- Implement appropriate classroom strategies to support pupil success.
- Recognise and celebrate positive behaviour.
- Engage pupils in restorative conversations following behaviour incidents.
- Record behaviour incidents accurately.
- Communicate concerns appropriately and seek support where required.

Staff should focus on developing positive relationships while maintaining clear boundaries and consistent expectations.

Progress Managers and Pastoral Staff

Progress Managers and pastoral staff play a key role in supporting pupils whose behaviour requires additional intervention.

They are expected to:

- Monitor behaviour trends and patterns.
- Deliver Tier 2 restorative conversations.
- Coordinate support and intervention programmes.
- Work closely with pupils, families and staff.
- Lead parental meetings where required.
- Develop, implement and monitor Behaviour Support Plans.
- Facilitate referrals to appropriate support services.
- Monitor the impact of interventions and review progress regularly.

Senior Leadership Team (SLT)

The Senior Leadership Team is responsible for the strategic leadership, implementation and monitoring of behaviour across the school.

The SLT will:

- Ensure the Behaviour for Learning Policy is implemented consistently.
- Support staff in maintaining high expectations.
- Monitor behaviour, Suspension and attendance data.
- Lead Tier 3 reintegration meetings.
- Oversee serious behaviour incidents and investigations.
- Ensure restorative practice is embedded across the school.
- Coordinate support for pupils displaying repeated or serious behaviours.

- Liaise with external agencies where appropriate.
- Report behaviour trends and outcomes to Governors.

Headteacher

The Headteacher has overall responsibility for behaviour, discipline and school culture.

The Headteacher will:

- Promote a culture of high expectations and mutual respect.
- Ensure behaviour systems are fair, consistent and effective.
- Make decisions regarding Suspensions and permanent exclusions.
- Oversee behaviour support and intervention systems.
- Ensure reasonable adjustments are considered where appropriate.
- Support staff in maintaining a safe and orderly learning environment.
- Work with Governors to evaluate the effectiveness of the policy.

Governing Body

The Governing Body is responsible for supporting and challenging school leaders to ensure high standards of behaviour and conduct.

Governors will:

- Monitor the implementation and impact of the Behaviour for Learning Policy.
- Review behaviour, attendance and Suspension data.
- Ensure the school fulfils its statutory duties.
- Promote equality, inclusion and fairness.
- Support the school in maintaining high expectations for behaviour.
- Ensure that appropriate support is available for pupils who require additional intervention.
- Appoint a governor with responsibility for behaviour and wellbeing.

Rewards – Pwyntiau Disglair

At Ysgol Bro Gwaun, we believe that positive behaviour should be recognised, celebrated and encouraged. Pwyntiau Disglair is our whole-school rewards system, designed to recognise pupils who consistently demonstrate our values of Ready, Respect, Safe and who contribute positively to our school community.

Pwyntiau Disglair reflects our school identity, values and vision. By recognising both everyday positive behaviour and exceptional contributions, the system promotes a culture where effort, kindness, responsibility and achievement are valued and celebrated.

Awarding Pwyntiau Disglair

Pupils may be awarded Pwyntiau Disglair for:

- Demonstrating the values of Ready, Respect and Safe.
- Consistently positive attitudes to learning.
- Excellent effort and resilience.
- Strong attendance and punctuality.
- Acts of kindness and respect.
- Representing the school positively.
- Leadership and contribution to the school community.
- Going above and beyond expectations.

Recording and Celebration

All Pwyntiau Disglair will be recorded on Class Charts and contribute to a pupil's running total.

Achievements will be celebrated through:

- Pastoral time
- Assemblies
- Certificates and awards
- School recognition events
- Communication with parents and carers

Through Pwyntiau Disglair, we aim to ensure that positive choices receive greater attention than poor choices and that pupils are regularly recognised for contributing to a positive, respectful and successful school community.

Pwyntiau Disglair	How to boost your points
1 Point Anchoring in Values	• Ready – Anchoring in responsibility and preparation. • Respect – Anchoring in kindness and empathy. • Safe – Anchoring in care for self and others. • Contributing to the House System • Attending the B.Smart club • Teaching Assistant Reward • Attendance Reward
3 Points Building the Bright Future	• Friday Phone Call – Celebrating moments that brighten the week. • Departmental Award – Shining in subject-specific effort or excellence. • YPM Award – Standing out in year group contribution. • Star of the Form – Being an inspiration in the form group. • Attendance Reward

5 Points Leading the Way	• Headteacher award – Celebrating a significant contribution to school life or continuous 1/3-point rewards. • Governor award – for outstanding achievements to promote the school in the wider community. • Excellent contribution to school life – Eisteddfod, sports, production etc. • Attendance Reward • Weekly Expectations – auto reward for no negative points
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Consequences and Behaviour Support

While we celebrate positive choices through Pwyntiau Disglair, we also recognise the importance of clear and consistent boundaries. Consequences provide pupils with opportunities to reflect on their actions, repair relationships and make positive choices moving forward.

At Ysgol Bro Gwaun, consequences are designed to:

- Protect learning and wellbeing.
- Maintain high expectations and consistency.
- Support pupils to take responsibility for their actions.
- Provide opportunities for reflection and restoration.
- Escalate appropriately where behaviours are repeated.

Consequences are applied fairly and consistently and are supported by restorative practice and targeted intervention where appropriate. As behaviours become more serious or persistent, both consequences and support will increase.

Classroom behaviours are addressed through the school's Reminder, Refocus and Removal system. More serious behaviours may result in a Reset, After School Detention, Internal Suspension, Suspension or Permanent Exclusion consideration, depending on the severity and circumstances of the incident.

Staff will always seek to support pupils to make positive choices. However, where behaviour impacts the safety, wellbeing or learning of others, appropriate consequences will be applied.

Escalation Pathways

Where behaviour becomes repeated or persistent, consequences, restorative practice and support will escalate proportionately. The school uses Removal Escalation Pathways, Detention Escalation Pathways and Behaviour Response Pathways to ensure consistency, fairness and appropriate intervention.

Detailed escalation procedures can be found in Appendices B, C and D.

Classroom Behaviour – The R System

Low-level disruption includes behaviour that prevents pupils from engaging fully with learning or disrupts the learning of others.

Examples may include:

- Calling out.
- Distracting others.
- Off-task behaviour.
- Lack of equipment.
- Talking during teacher instruction.
- Refusal to engage with learning.
- Low-level inappropriate language.
- Chewing gum or eating in lessons.
- Persistent lateness.
- Failure to follow classroom expectations.

Such behaviours will be addressed using the Classroom Behaviour Pathway.

Classroom Behaviour Pathway – R System (see Appendix H)

Stage	Staff Action	Consequence
Reminder	Clear reminder of expectation	No consequence
Refocus	Behaviour continues. Staff make a classroom adjustment/intervention	20 Minute Refocus Detention
Removal	Behaviour continues following Refocus or behaviour significantly disrupts learning	Removal from lesson + placed in reset to work for 5 lessons (including restorative and reflection time)

Repeated classroom behaviours will be addressed through the Removal Escalation Pathway and Behaviour Response Pathways.

Refocus strategies can be found in Appendix A.

Serious Behaviour Incidents

More serious behaviours may bypass the Classroom Behaviour Pathway and result in immediate intervention from pastoral staff, Behaviour Support or Senior Leadership.

Serious behaviours include, but are not limited to:

- Serious defiance.
- Aggressive behaviour.
- Physical aggression.

- Bullying.
- Discriminatory incidents.
- Verbal abuse.
- Threats of violence.
- Possession or use of prohibited items.
- Mobile phone breaches.
- Serious safeguarding concerns.
- Behaviour that places others at risk.
- Leaving school site.
- Not following behaviour policy in regard to uniform, jewellery and hair.

Consequences may include:

- After School Detention.
- Reset.
- Internal Suspension.
- Suspension.
- Permanent Exclusion consideration.

Detailed Behaviour Response Pathways can be found in Appendix D.

All serious incidents will be investigated before a final decision is made wherever practicable.

Where repeated patterns of behaviour emerge, interventions may include:

- Parent meetings.
- Behaviour Support Plans.
- Mentoring.
- Youth Worker involvement.
- Police Liaison Officer involvement.
- Attendance support.
- External agency referrals.
- Multi-agency review.

Investigations

A thorough investigation will take place following any serious behaviour incident.

There will be occasions when a pupil needs to be spoken to by a member of staff because they are a witness, complainant or person of interest during an investigation. As part of this investigation, pupils may be asked to write a written statement on the incident.

It is not always practical, appropriate or possible for a parent, carer or other representative to be present during these discussions. Staff will always act professionally and fairly while seeking to establish the facts of an incident.

Where a pupil is suspected of involvement in a serious incident that may result in Suspension or permanent exclusion, discussions will normally be led by a senior member of staff. Appropriate records of meetings and statements will be maintained throughout the investigation process. The school reserves the right to place a pupil in Reset or Internal Suspension whilst an investigation is ongoing where this is necessary to protect the wellbeing, safety or learning of others.

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 where the available information indicates this to be appropriate.

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.

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.

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/carers 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

Sharing, creating, accessing or distributing offensive, harmful, inappropriate or illegal material is unacceptable. This includes material shared through social media, messaging applications, websites, photographs, videos or other electronic means.

Devices may be confiscated and parents/carers informed. Where appropriate, external agencies may be consulted. Consequences will be applied in accordance with the school's Behaviour Response Pathways.

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)

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.

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. Any pupil returning from a Suspension will take part in a Tier 3 Reintegration Restoration meeting before returning to lessons.

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 Positive handling and Time out rooms guidance).

Reset

The purpose of Reset is to provide a structured environment that enables pupils to reflect on their behaviour, continue their learning, repair relationships where appropriate and successfully reintegrate into mainstream lessons. It is intended as an educational and restorative intervention rather than solely a sanction. Reset may be used where a pupil's behaviour, conduct or persistent failure to comply with school expectations significantly disrupts learning, compromises the safety of others, or prevents them from participating appropriately in mainstream lessons.

The duration of Reset will be determined by the nature and seriousness of the incident, the needs of the pupil and the school's assessment of readiness for successful reintegration into mainstream lessons. The school will consider its obligations under the Equality Act 2010 when applying this policy and will make reasonable adjustments where appropriate.

During a period of Reset, pupils will continue to access meaningful educational provision and will remain engaged in learning throughout the school day. Work will focus on literacy,

numeracy, science, Welsh and restorative practice. Where appropriate, pupils will also complete work from their timetabled subjects to minimise disruption to learning and support successful reintegration into mainstream lessons.

Recognising the importance of examination courses at Key Stage 4, pupils in Years 10 and 11 will be provided with opportunities to complete work from both core and option subjects during Reset. This may include GCSE revision activities, examination-style questions, coursework tasks and teacher-directed independent study.

Curriculum Provision During Reset - KS3

Focus	Purpose	Examples of Tasks
Reflection & Restoration	Reflect on behaviour, understand impact and prepare for a successful return	Reflection sheet, restorative questions, Behaviour Growth Booklet, target setting, Ready to Learn review, reading activity
English	Develop literacy and communication skills	Reading comprehension, vocabulary activities, SPaG tasks, short writing activities, inference questions
Mathematics	Develop numeracy and problem-solving skills	Number work, fractions, percentages, algebra, geometry, reasoning tasks
Science	Reinforce core scientific knowledge and vocabulary	Retrieval practice, key concepts, scientific literacy, application questions, knowledge organisers
Welsh	Develop Welsh language skills and confidence	Vocabulary, reading tasks, grammar activities, translation exercises, short written responses

Curriculum Provision During Reset - KS4

Focus	Purpose	Examples of Tasks
Reflection & Restoration	Reflect on behaviour and prepare for successful reintegration	Reflection sheet, restorative activity, target review, revision planning, future goals, independent reading
English	Support GCSE preparation and literacy	GCSE Language and Literature retrieval, exam-style questions, model answer analysis, extended writing
Mathematics	Support GCSE preparation and numeracy	GCSE retrieval practice, problem solving, calculator/non-calculator tasks, exam-style questions
Science	Support GCSE Science knowledge and application	Biology, Chemistry and Physics retrieval, exam questions, scientific vocabulary, revision activities

Welsh	Support GCSE Welsh qualification preparation	Vocabulary retrieval, reading activities, exam-style writing tasks, language practice
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Challenging bullying, rights, respect and equality

At Ysgol Bro Gwaun, we are committed to fostering a safe, respectful, and inclusive environment for all. As outlined in our Challenging Bullying, Rights, Respect and Equality policy, bullying in any form is completely unacceptable and will not be tolerated.

All members of our school community share a collective responsibility to challenge bullying whenever it occurs and to work together to promote positive, respectful behaviour.

Bullying is defined as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.”

Our policy outlines:

- What constitutes bullying
- Our whole-school approach to prevention
- Clear procedures for reporting and responding to incidents

All incidents of bullying and racial discrimination will be recorded on ClassCharts and provision maps to ensure transparency and accountability. Further, this will help to monitor patterns and identify recurring behaviours.

Persistent or serious incidents will be reported externally, and appropriate follow-up actions will be taken in line with our safeguarding and behaviour policies. All incidents of bullying and prejudice-related behaviour will be investigated thoroughly. Where required, incidents will be recorded and reported in accordance with PCC procedures and Welsh Government guidance.

Racist, Discriminatory and Prejudice-Related Behaviour

At Ysgol Bro Gwaun, we are committed to fostering a safe, respectful, and inclusive environment for all members of our school community. Racist behaviour and racial language are completely unacceptable and will not be tolerated under any circumstances.

Definition of Racist Behaviour and Language

Racist behaviour or language includes, but is not limited to:

- Use of slurs, insults, or derogatory terms based on race, ethnicity, nationality, or skin colour

- Stereotyping or making assumptions about individuals or groups based on racial or ethnic identity
- Mocking accents, cultural practices, or appearances in a racially offensive manner
- Sharing or displaying racist symbols, images, or messages
- Encouraging or supporting racist views or actions, whether in person or online

Interventions

Interventions are intended to support behavioural improvement and pupil wellbeing. Interventions may be used alongside consequences and restorative processes. The intervention selected should be proportionate to the identified need and reviewed regularly to ensure impact. Where behaviour concerns persist, support and intervention will increase alongside consequences.

Intervention	When to Use
Restorative Practice	When relationships have been affected by behaviour, providing an opportunity to repair harm, rebuild trust, reflect and agree next steps.
Ready to Learn Plan (R2L)	For pupils demonstrating repeated patterns of poor behaviour, multiple removals, repeated Resets, or concerns that require a structured support plan.
Behaviour Support Plan	For pupils requiring targeted behavioural support, clear expectations, monitoring and regular review.
Youth Work in Schools	When a pupil would benefit from additional mentoring, confidence-building, resilience work, emotional regulation support or positive role modelling.
Pembrokeshire Families' Support Network	When a family or pupil requires wider support relating to wellbeing, parenting, family relationships, housing or access to local services.
Attendance Support Plan	For pupils with persistent attendance concerns, truancy incidents or barriers to attending school regularly.
Coping Skills – Anger Handout	When a pupil is struggling to manage anger, frustration or conflict, particularly following aggressive behaviour or emotional dysregulation.
YBG Reflection Sheet	Following a serious behaviour incident, Reset, Suspension, or as part of a restorative process and reflection activity.
ELSA (Emotional Literacy Support Assistant)	When a pupil requires support with emotional literacy, self-esteem, confidence, friendships, anxiety or emotional wellbeing.
Trauma Informed Schools (TIS)	When behaviour may be linked to trauma, attachment needs, adverse childhood experiences or emotional dysregulation.
Hendre	When a pupil would benefit from short-term nurture support, emotional regulation strategies or a supported environment to re-engage with learning.

Corlan	When a pupil requires nurture provision, emotional support or a structured intervention outside the mainstream classroom.
Mindfulness	To support emotional regulation, stress management, resilience, focus and self-awareness.
School Counsellor	When a pupil requires professional support for emotional wellbeing, mental health concerns or personal circumstances affecting behaviour and engagement.
Boxall Profile	When a pupil presents with ongoing social, emotional or behavioural difficulties and a deeper assessment of need is required.
Check In/Check Out	For pupils requiring daily support, accountability and regular connection with a trusted adult.
Report Card Monitoring	For pupils requiring short-term monitoring of behaviour, attendance, punctuality or engagement.
Mentoring	When a pupil would benefit from regular guidance, encouragement and goal-setting with a trusted adult.
Police Liaison Officer	Following repeated vaping, discriminatory incidents, online safety concerns, bullying, anti-social behaviour, repeated abuse towards staff or other concerns where education and prevention work would be beneficial.
General Behaviour Reflection & Growth Booklet	For pupils requiring structured reflection following poor choices, repeated behaviour concerns or restorative conversations.
Anti-Homophobia & LGBTQ+ Respect Booklet	Following incidents involving homophobic language, prejudice, discrimination or disrespect towards LGBTQ+ individuals.
Anti-Racism Booklet	Following racist language, racist incidents, prejudice-related behaviour or discriminatory comments.
Emotional Regulation & Anger Management Booklet	For pupils struggling with emotional regulation, anger, impulsivity or conflict.
Online Behaviour & Digital Citizenship Booklet	Following misuse of technology, inappropriate online behaviour, cyberbullying, sharing content without permission or social media concerns.
Vaping & Substance Awareness Booklet	Following incidents involving vaping, smoking, substances or peer pressure relating to substance use.
Choices	Offered to pupils involved in vaping, smoking, alcohol-related incidents or substance misuse concerns, or to those affected by another person's substance use.
Anti-Bullying Intervention	Following bullying incidents, relational conflict, peer-on-peer concerns or repeated unkind behaviour.

Equality and Respect Intervention	Following discriminatory incidents involving race, religion, disability, sex, sexual orientation or gender identity.
Multi-Agency Review	When behaviour concerns remain significant despite school-based interventions and support from multiple agencies may be required.
Reintegration Meeting	Following a Suspension, significant bullying incident, serious discriminatory incident or other serious behaviour concern.
Parent Meeting	Following repeated behaviour concerns, escalated sanctions, or where home-school partnership is required to support improvement.
Progress Manager Intervention	Following repeated removals, Resets or concerns identified through behaviour monitoring.

Ready to Learn Plans (R2L)

Pupils who demonstrate repeated patterns of poor behaviour, multiple removals, repeated Resets or ongoing behaviour concerns may be placed on a Ready to Learn (R2L) Plan. This is a supportive intervention designed to help pupils re-engage with their learning and make positive behaviour choices.

An R2L Plan begins with a meeting involving the pupil, their parent/carer, the Year Progress Manager (YPM), and, where appropriate, the ALNCo or a member of the Behaviour Support Team. During this meeting, views from the pupil, parent/carer, and school staff are gathered to ensure a shared understanding of the challenges and to agree on a way forward. The outcome of the meeting is a personalised plan with three clear behaviour targets.

If a pupil breaks two or more of these targets in a single lesson, they will be removed from circulation for the remainder of the school day. A reset conversation will take place before the pupil returns to lessons the following day with a clean slate. For the R2L Plan template, please refer to Appendix E.

Where a pupil repeatedly fails to meet the expectations of their Ready to Learn Plan, further sanctions, support and intervention may be considered, including Reset, Internal Suspension, Behaviour Panel review or alternative provision where appropriate.

Out of Class Behaviour

Pupils are expected to demonstrate the values of Ready, Respect and Safe at all times, including during break and lunch times, before and after school, while travelling to and from school, and when representing the school in the wider community.

Low-level incidents that occur outside of lessons will be dealt with proportionately and may result in sanctions such as a lunch detention, after-school detention or restorative intervention.

Examples may include:

- Running in corridors
- Shouting or excessive noise
- Minor inappropriate language
- Littering

- Failure to follow social time expectations
- Minor misuse of school facilities
- Low-level misuse of mobile phones

More serious incidents may result in a direct referral to pastoral staff, Behaviour Support or Senior Leadership and may bypass lower-level sanctions.

Examples include:

- Physical aggression
- Bullying
- Discriminatory behaviour or language
- Threatening or abusive behaviour
- Serious defiance
- Vandalism or damage to property
- Possession or use of prohibited items
- Serious mobile phone breaches, including recording or sharing content
- Any behaviour that places others at risk

Consequences and support will be applied in accordance with the school's Behaviour Response Pathways and Restorative Practice Framework.

After School Detentions

An After School Detention may be issued for a range of behaviours, including but not limited to:

- Truancy
- Failure to attend a detention
- Possession of prohibited items where identified within the Behaviour Response Pathways
- Persistent lateness
- Repeated breaches of school expectations
- Failure to comply with social time expectations

Detentions will be recorded on Class Charts. Parents and carers will be informed of the reason, date, time and location of the detention through the school's communication systems.

Where exceptional circumstances prevent attendance, parents and carers should contact the school as soon as possible.

Failure to attend an After School Detention will result in escalation in accordance with the Detention Escalation Pathway.

Restorative Practice

At Ysgol Bro Gwaun, we believe that positive relationships are at the heart of a successful school community. While clear expectations and consistent consequences are essential, we also recognise the importance of helping pupils reflect on their behaviour, understand its impact on others and repair any harm caused.

Restorative practice is a key part of our Behaviour for Learning approach and supports our school values of Ready, Respect, Safe. It complements consequences and does not replace them.

Our restorative approach reflects our school motto:

Angori Doeth, Dyfodol Disglair

Anchor Wise, Bright Future

By helping pupils reflect on their choices and learn from mistakes, restorative practice supports them to make wiser decisions and build a brighter future.

Aims of Restorative Practice

Restorative practice aims to:

- Repair relationships affected by behaviour.
- Help pupils understand the impact of their actions on others.
- Develop personal responsibility and accountability.
- Encourage empathy, reflection and positive decision-making.
- Rebuild trust between pupils, staff and the wider school community.
- Reduce repeated incidents of poor behaviour.
- Support successful reintegration following sanctions.

Restorative practice is not about removing consequences. Instead, it helps pupils learn from behaviour incidents, rebuild relationships and move forward positively.

Bullying Incidents

Restorative work following bullying incidents will only take place where it is appropriate and where the needs and wishes of those affected have been carefully considered.

The focus will be on:

- Understanding the impact on others
- Acknowledging harm caused
- Taking responsibility
- Rebuilding trust where appropriate
- Preventing future incidents

This process will sit alongside the school's anti-bullying procedures, PCC reporting requirements and support for those affected.

Discriminatory Incidents

Restorative work following racist, homophobic, transphobic, sexist, religious or disability-related incidents must include an educational element.

The focus will be on:

- Understanding why the behaviour was unacceptable
- Exploring the impact on others

- Challenging prejudice and stereotypes
- Promoting respect and inclusion
- Preventing future incidents

This process will sit alongside PCC reporting procedures and equality education interventions.

Restorative Questions

Staff may use the following questions to support restorative conversations:

- What happened?
- What were you thinking at the time?
- Who has been affected by your actions?
- How have they been affected?
- What needs to happen to put things right?
- What will you do differently next time?
- What support would help you be successful moving forward?

Every lesson, every day and every interaction provides an opportunity for a fresh start. Consequences provide accountability, restorative practice repairs relationships and support helps pupils achieve lasting success. Together, these approaches help our pupils make wise choices and build a bright future.

Uniform and Personal Presentation

At Ysgol Bro Gwaun, our uniform reflects the high standards and sense of belonging we expect throughout our school community. All pupils are expected to wear the correct uniform, both during the school day and when travelling to and from school. Where pupils attend school without the correct uniform, support will be provided wherever possible. Concerns regarding uniform should be communicated to the school at the earliest opportunity.

Where a pupil does not comply with the Uniform and Personal Presentation Policy, the school will aim to work with the pupil and parent/carer to resolve the matter as quickly as possible. Failure to comply with reasonable instructions, repeated breaches, or persistent non-compliance may result in parental contact, restorative conversations, placement in Reset, or other appropriate sanctions in accordance with the school's Behaviour Policy.

The school will consider its obligations under the Equality Act 2010 when applying this policy and will make reasonable adjustments where appropriate. The Headteacher reserves the right to determine whether a pupil's appearance complies with the spirit and expectations of this policy.

A full guide to school uniform can be found in Appendix F.

School Uniform Grants

From July 2018, the Welsh Government introduced a new scheme called the Pupil Development Grant Access. For more information, please contact: Pembrokeshire County

Council, Youth Admin, County Hall, Haverfordwest, Pembrokeshire. SA61 1TP. Tel. 01437 764551 Ext. 5845.

Hair

Pupils are expected to maintain hair that is clean, neat, and appropriate for a professional learning environment. Hair must not obscure the eyes or face to an extent that interferes with learning, communication, identification, or safety, nor should it present a health and safety risk during school activities.

The school values and respects cultural, ethnic, and religious hairstyles.

Hairstyles must not include shaved lines, patterns, symbols, logos, words, or designs cut into the hair or eyebrows. Hair must not display, promote, or represent anything offensive, discriminatory, extremist, inappropriate, or contrary to the school's values.

Hair colour must be within the range of natural human hair colours. Bright, fluorescent, vivid, or clearly unnatural colours are not permitted. Temporary colour products, including sprays, chalks, glitter products, coloured extensions, or dyes that result in a non-natural appearance, are not permitted during the school day unless specifically authorised by the school for an approved event.

Where a hairstyle or hair colour does not meet the school's expectations, the matter will be addressed discreetly and respectfully with the pupil and parent/carer. A reasonable timeframe for correction will normally be agreed. Failure to comply within the agreed timeframe, or repeated breaches of this expectation, may result in sanctions being applied in accordance with the school's behaviour policy.

The school will consider its obligations under the Equality Act 2010 when applying this policy and will make reasonable adjustments where appropriate. The Headteacher reserves the right to determine whether a hairstyle or hair colour meets the spirit and expectations of this policy.

Pupils not following the uniform policy may be placed in reset until resolved.

Make-up

Make-up, false eyelashes, false nails, nail extensions, nail decorations, and nail varnish should be discreet and appropriate for a professional learning environment. Excessive make-up, false eyelashes, false nails, or any cosmetic enhancement that compromises health and safety, disrupts learning, or is inconsistent with the school's expectations of presentation is not permitted. Where a pupil's appearance does not meet these expectations, the matter will be addressed discreetly and respectfully with the pupil and parent/carer. Failure to comply may result in sanctions being applied in accordance with the school's behaviour policy.

The school will consider its obligations under the Equality Act 2010 when applying this policy and will make reasonable adjustments where appropriate. The Headteacher reserves the right to determine whether a hairstyle or hair colour meets the spirit and expectations of this policy.

Pupils not following the uniform policy may be placed in reset until resolved.

The school will consider its obligations under the Equality Act 2010 when applying this policy and will make reasonable adjustments where appropriate. The Headteacher reserves the right to determine whether make-up or cosmetic enhancements meet the spirit and expectations of this policy.

Jewellery

Pupils may wear one small stud earring in each ear and one small nose stud. No other facial jewellery or piercings are permitted, including eyebrow piercings, nose rings, lip piercings, tongue piercings, or retainers.

Pupils may also wear a wristwatch, one bracelet, and one ring. Jewellery must not present a health and safety risk or cause disruption to learning. For health and safety reasons, pupils may be required to remove jewellery during practical lessons, physical education, or other school activities.

Any jewellery worn contrary to this policy may be required to be removed, replaced with clear studs or covered up. Breaches may result in sanctions being applied in accordance with the school's behaviour policy.

The school will consider its obligations under the Equality Act 2010 when applying this policy and will make reasonable adjustments where appropriate. The Headteacher reserves the right to determine whether jewellery complies with the spirit and expectations of this policy.

Attendance and Punctuality

Excellent attendance and punctuality are essential to academic success and positive wellbeing. Pupils are expected to:

- Attend school every day unless absent for an authorised reason.
- Arrive punctually to school.
- Arrive punctually to lessons.
- Attend all lessons and registrations.

Attendance and punctuality will be recognised through Pwyntiau Disglair and other rewards. Persistent lateness or truancy will be addressed through the school's Behaviour Response Pathways, Attendance Procedures and appropriate pastoral support.

Where attendance concerns arise, interventions may include:

- Attendance Officer involvement
- Parent/carer meetings
- Attendance Support Plans
- Progress Manager intervention
- External agency support where appropriate

Equipment

At Ysgol Bro Gwaun, all pupils are expected to arrive equipped and ready to learn.
Essential Daily Equipment

- Black pens
- Pencils

- Ruler
- Eraser
- Sharpener
- Scientific calculator
- Subject-specific equipment where required (such as a protractor, compass etc for Maths)

Ready to Learn

Having the correct equipment supports learning, reduces disruption and demonstrates responsibility. Where a pupil arrives without equipment, staff may provide support where available. Repeated failure to bring equipment may result in sanctions and intervention in line with the Behaviour Pathways.

Storfa Disglair

Essential stationery and equipment can be purchased through Storfa Disglair. Pupils may use Pwyntiau Disglair or other approved methods of purchase where available.

Where concerns regarding equipment become persistent, staff will work with pupils and families to identify and address any barriers to being prepared for learning.

Mobile Phones and Smart Devices

Ysgol Bro Gwaun operates a mobile phone free school day. Pupils may bring a mobile phone to school for safety and travel purposes; however, all mobile phones must be switched off and handed in during morning registration in accordance with school procedures.

Mobile phones must not be retained on a pupil's person, accessed, used, seen or heard during the school day. This expectation applies throughout the school day, including before lessons, between lessons, at breaktime and at lunchtime.

For the purposes of this policy, a mobile phone includes smartphones, smartwatches, wireless earbuds, headphones linked to a mobile device and any personal device capable of communication, internet access, audio recording or video recording.

Communication between pupils and home during the school day will be facilitated through the school where appropriate. Parents and carers are asked not to contact pupils directly on their personal devices during the school day. Urgent messages should be communicated through the school office.

The school recognises that a small number of pupils may require reasonable adjustments because of medical, safeguarding or Additional Learning Needs (ALN). Any exceptions must be approved by the school and reviewed regularly.

Any pupil found in possession of a mobile phone during the school day will be sanctioned in accordance with the school's Behaviour Response Pathways. Refusal to hand over a mobile phone when requested by a member of staff will be treated as a serious breach of the Behaviour Policy.

Recording, Photographing and Sharing Content

Recording, photographing, filming or sharing images, videos or audio involving pupils or staff without permission is unacceptable and may result in more serious consequences.

These incidents will be investigated and addressed through the school's Behaviour Response Pathways, safeguarding procedures and, where appropriate, external agency involvement.

Further details regarding procedures, storage, collection arrangements and exceptions can be found in the school's Mobile Phone and Smart Device Policy.

Use of CCTV

Closed-Circuit Television (CCTV) is used across the school site to support the safety, security, and wellbeing of pupils, staff, and visitors. The majority of the school grounds and communal areas are covered by CCTV. Its use is governed by data protection legislation, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (please see the schools CCTV policy for further information).

Purpose of CCTV

CCTV footage is used for the following purposes:

- To promote a safe and secure school environment.
- To assist in the prevention, identification, and investigation of incidents, including behaviour concerns, safeguarding issues, damage to property, or other reports requiring follow up.
- To support behaviour management by providing accurate information when investigating reported behaviour incidents or resolving disputes.

CCTV is not used for routine monitoring of pupils' behaviour, staff performance, or any form of covert surveillance unless required by law enforcement and authorised under strict legal conditions.

Access to CCTV Footage

Access to CCTV recordings is strictly limited to authorised staff:

- Senior Leadership Team
- Year Progress Managers
- Caretaking / Site Management Team
- IT Support without any need for justification as we may be asked to review footage or perform maintenance on the system

All authorised staff receive guidance and/or training on appropriate data handling in line with school data protection procedures.

Viewing and Use of Footage

- Footage will only be viewed when there is a specific and legitimate reason, such as following up a behaviour report, responding to a safeguarding concern, or investigating an incident on site.
- Access will be logged, and any viewing will be proportionate and relevant to the incident under investigation.
- Footage may be shared externally only when legally required, such as with the police, and always in accordance with data protection legislation.
- Data Storage and Retention
- CCTV footage is stored securely and retained only for a set period, in line with the school's Data Retention Schedule.
- After this period, footage is automatically deleted unless it has been extracted and retained for an ongoing investigation or legal process.

Rights of Individuals

Under the UK GDPR, individuals have the right to request access to personal data captured by CCTV. Requests must be made through the school's Data Protection Officer (DPO) and will be handled in line with statutory guidance and safeguarding considerations.

Reasonable Adjustments

At Ysgol Bro Gwaun, we are committed to equity, inclusion, and the wellbeing of all pupils. We recognise that some pupils may face additional challenges that affect their behaviour, and we are dedicated to making reasonable adjustments to our behaviour policy to support their individual needs.

What Are Reasonable Adjustments?

Reasonable adjustments are changes or accommodations made to ensure that pupils with additional needs are not disadvantaged by the expectations or consequences set out in our behaviour policy. These adjustments are made in line with the Equality Act 2010 and our commitment to inclusive education.

Who Might Need Adjustments?

Adjustments may be considered for pupils with:

- Additional Learning Need (ALN)
- Social, Emotional or Mental Health (SEMH) needs
- Medical conditions
- Adverse childhood experiences or trauma
- Temporary circumstances affecting wellbeing (e.g. bereavement, family issues)

Examples of Reasonable Adjustments

Adjustments are made on a case-by-case basis and may include:

- Modified expectations or routines
- Additional support from staff or pastoral teams
- Alternative consequences or restorative approaches
- Use of safe spaces or time-out strategies
- Adjusted timetables or lesson transitions
- Support from external agencies

How Adjustments Are Made

Decisions about reasonable adjustments are made collaboratively, involving:

- The pupil
- Parents/carers
- Teaching and support staff
- The ALNCo (Additional Learning Needs Coordinator)
- Relevant pastoral or wellbeing staff

All adjustments are regularly reviewed to ensure they are effective and appropriate. While we maintain high expectations for all pupils, we recognise that fairness does not always mean treating everyone the same—it means giving each pupil the support they need to succeed and be ready to learn.

Possible causes of challenging behaviour

Behaviours are often a form of communication and can be a symptom of other underlying issues a young person is facing.

- **Adverse Childhood Experiences** (Estyn, 2020) – Public Health Wales (Bellis et al, 2016) defines ACEs as traumatic or stressful experiences that occur during childhood that directly harm a child or affect the environment in which they live and are remembered throughout adulthood.
- **Home environment** – Children learn behaviour at home and if their home environment is chaotic with lots of shouting and arguments and domestic abuse, the child may see this type of behaviour as normal so will replicate this at school.

- **Lack of basic care or potential neglect** –Parental challenges to provide basic needs and the lack of a loving home environment impacts significantly on children's and young people's behaviour. 'Fostering mutual respect' – Promoting positive behaviours in secondary schools
- **Lack of routine** – An absence of routines and barriers such as regular mealtimes or bedtimes can have a severely negative impact on children and young people; the child may be struggling with tiredness and inability to concentrate throughout the school day.
- **Learned behaviour** – In a chaotic household, a child may have learned that confrontation and aggression is normal behaviour and will naturally react to challenging situations in this way. This learned behaviour may be hard to break.
- **Changes at home** – A child going through disruption and changes at home may manifest these significant events through their behaviour at school. Common causes include bereavement, divorce or relationship break up of parents or carers, moving home or school, or coming to a new country.
- **Behavioural issues** – Schools are normally inclusive and ensure that pupils with additional learning needs (ALN) or those with a diagnosis such as attention deficit hyperactivity disorder (ADHD) or autism are supported. These pupils may find difficulty in expressing themselves and therefore display challenging behaviour. They may be excluded by the other pupils too, which may result in them feeling isolated.
- **Boredom or apathy**– some pupils misbehave and challenge teaching staff out of boredom. They may be intelligent and feel uninspired in lessons. Alternatively, they may be struggling to understand, so just give up as this is an easier option, switching their energy to disrupting the class for attention.
- **Health** – there may be underlying health issues, for example unattended hearing or visual impairment, or they may be suffering from pain or discomfort due to an undetected problem.

Monitoring and Review

The implementation and effectiveness of this policy will be monitored by Senior Leaders and Governors.

The school will regularly review:

- Behaviour incidents
- Resets
- Removals
- Detentions
- Suspensions
- Bullying incidents
- Discriminatory incidents
- Attendance and punctuality
- The impact of interventions and support strategies

The policy will be reviewed annually, or sooner where legislation, Welsh Government guidance or school circumstances require.

References

<https://estyn.gov.wales/app/uploads/2025/05/Fostering-mutual-respect-promoting-positive-behaviours-in-secondary-school.pdf>

<https://www.nasuwt.org.uk/advice/in-the-classroom/behaviour-management-for-teachers-in-the-classroom/developing-a-behaviour-management-policy.html>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

<https://www.gov.wales/exclusion-schools-and-pupil-referral-units-pru>

<https://www.gov.wales/behaviour-management-classroom-guidance-secondary-schools>

<https://www.gov.wales/school-exclusion-guidance-pupils>

<https://www.gov.wales/school-exclusions-guidance-meetings>

<https://www.gov.wales/managed-moves-new-school-guidance-local-authorities>

<https://www.gov.wales/person-centred-reviews-guidance>

<https://www.restorativewales.org.uk/>

https://www.gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support_0.pdf

Appendices

Appendix A. Refocus Strategies

A Refocus should include both a consequence and an adjustment to support success. Staff should consider what reasonable adaptation can be made to help the pupil re-engage with learning.

Staff should select one or more of the following:

Seating and Environment

- Move seat within classroom

- Move to isolated working seat
- Move nearer teacher
- Separate from peers

Learning Support

- Simplified instructions/scaffolding
- Chunked task
- Teacher check-in after 5 minutes

Regulation Strategies

- Brief movement break (where appropriate)
- Timeout outside classroom (where appropriate)
- Water break (where appropriate)

Appendix B. Removal Escalation Pathway

Trigger	Consequence
1 Removal	25 Minute Removal Detention
2 Removals in One Day	Reset for the remainder of the day and following day
3 Removals in 5 School Days	Reset for the remainder of the day and following day + Parent Meeting + Behaviour Review
5 Removals in a Half Term	Behaviour Panel Review + Behaviour Support Plan (R2L) + Internal Suspension Consideration + Parent Meeting

Appendix C. Detention Escalation Pathway

Missed Consequence	Escalates To
Refocus Detention	Original Refocus Detention Reissued + Lunch Detention
Lunch Detention	Original lunch reissued + 1 Hour After School Detention
Reset Detention	Original Reset reissued + 1 Hour After School Detention
After School Detention	Reset
Reset Refused	SLT Review and Internal Suspension Consideration
Internal Suspension Refused	SLT Review and External Suspension Considered

Appendix D – Behaviour Response Pathways

These pathways outline the school's typical response to repeated or serious behaviours. Consequences, restorative practice and support will increase proportionately where behaviours are repeated.

To promote fairness, consistency, and high expectations, the school's behaviour escalation procedures will be followed in all cases unless there is a clear and justifiable reason to adopt an alternative approach based on an individual's specific needs, circumstances, or agreed support plan.

Repeated incidents may result in escalation through the relevant pathway regardless of the time elapsed between incidents. School leaders retain discretion to accelerate sanctions, interventions or support where the seriousness of an incident warrants it.

The behaviour pathways should be read alongside the Behaviour for Learning Policy, Restorative Practice Framework and Intervention Directory.

Behaviour Overview – quick reference guide:

Behaviour Type	Typical Starting Consequence
Low-level disruption	Reminder → Refocus → Reset
Truancy	After School Detention
Leaving school site	Reset
Not following uniform policy	May result in Reset – communication with home to support
Serious Defiance	Reset
Aggressive Behaviour	Reset
Swearing Directly at Staff	Suspension
Physical Aggression	Reset or Suspension depending on severity
Bullying	Reset + PCC Report
Discriminatory Incident	Reset + PCC Report

Drugs	Suspension
Weapons	Suspension

Behaviour Response Pathways

Swearing Directly at Staff

Incident	Consequence	Restoration	Support
1	Suspension (1 day)	Tier 3 Reintegration	Progress Manager intervention, parent contact
2	Suspension (2 days)	Tier 3 Reintegration	Parent meeting, Behaviour Support Plan, Youth Worker referral
3	Suspension (3 days)	Tier 3 Reintegration	SLT review, Police Liaison Officer input, multi-agency review
Further Incident	Headteacher review. Longer Suspension considered. Permanent Exclusion consideration where appropriate.	Formal reintegration	Bespoke support package

Vaping/Smoking

Choices referral cannot be compulsory.

Incident	Consequence	Support
1	Reset	Parent informed, Choices offered
2	Suspension (1 day)	Police Liaison Officer input, safeguarding review
3	Suspension (2 days)	Multi-agency review, enhanced support plan
Further Incident	Headteacher review. Longer Suspension considered.	Bespoke support package

Possession of Vape/Alcohol/Contraband

Incident	Consequence	Restoration	Support
1	1-hour after-school detention	Reflection activity	Parent informed, Choices offered
2	Reset	Tier 2 Restoration	Parent meeting
3	Suspension (1 day)	Tier 3 Reintegration	Police Liaison Officer input
4	Suspension (2 days)	Tier 3 Reintegration	Multi-agency review

Mobile Phone Found

Incident	Consequence	Restoration	Support
1	Reset	Tier 2 Restoration	Parent informed
2	Reset	Tier 2 Restoration	Parent meeting
3	Suspension (1 day)	Tier 3 Reintegration	Behaviour Support Plan
Further Incident	Suspension (2 days+)	Tier 3 Reintegration	Pastoral Panel

Refusal to Hand Over Mobile Phone

Incident	Consequence	Restoration	Support
1	Reset	Tier 2 Restoration	Parent informed
2	Suspension (1 day)	Tier 3 Reintegration	Parent meeting
3	Suspension (2 days)	Tier 3 Reintegration	Behaviour Support Plan, Youth Worker referral
Further Incident	Suspension (3 days+)	Tier 3 Reintegration	SLT review

Sharing Videos of Pupils

Incident	Consequence	Restoration	Support
1	Reset + Investigation	Tier 2 Restoration	Parent informed, Online Safety intervention
2	Suspension (1 day)	Tier 3 Reintegration	Parent meeting
3	Suspension (2–3 days)	Tier 3 Reintegration	Police Liaison Officer input
Persistent	Behaviour Panel	Tier 3 Reintegration	Multi-agency review

Sharing Videos of Staff

Incident	Consequence	Restoration	Support
1	Suspension (1 day)	Tier 3 Reintegration	Parent meeting
2	Suspension (2–3 days)	Tier 3 Reintegration	Behaviour Support Plan, Police Liaison Officer input
Persistent	Permanent Exclusion consideration	Formal reintegration planning	Multi-agency review

Truancy

Incident	Consequence	Support
1	1 Hour After School Detention	Attendance Officer conversation
2	Reset	Parent contact
3	Reset + Parent Meeting	Attendance Action Plan, Police Liaison Officer input
Persistent Truancy	Bespoke timetable/support plan	Multi-agency support

Bullying

Incident	Consequence	Restoration	Support
1	Reset + PCC Report	Bullying restoration process	Parent meeting, mentoring
2	Suspension (1 days) + PCC Report	Tier 3 Reintegration	Anti-bullying intervention, Police Liaison Officer input
3	Suspension (2 days+) + PCC Report	Tier 3 Reintegration	Behaviour Panel, external agency involvement

Discriminatory Incidents

Severity determined following investigation.

Incident	Consequence	Restoration	Support
0	Lunch time/Afterschool detention – if investigation permits + PCC	Reflection discussion	Parental contact
1	Reset + PCC Report	Educational restorative process	Parent meeting, equality education
2	Suspension (1 days) + PCC Report	Tier 3 Reintegration	Police Liaison Officer input
3	Suspension (2 days+) + PCC Report	Tier 3 Reintegration	Behaviour Panel, multi-agency review

Physical Aggression Between Pupils

Incident	Consequence	Restoration	Support
1	Reset or Suspension depending on severity	Restorative process	Progress Manager intervention
2	Suspension (1–2 days)	Tier 3 Reintegration	Parent meeting, Behaviour Support Plan, Youth Worker referral
3	Suspension (3 days+)	Tier 3 Reintegration	Police Liaison input, multi-agency review

Further Incident	Headteacher review	Formal reintegration	Alternative provision considerations where appropriate
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Serious Defiance

Incident	Consequence	Restoration	Support
1	Reset	Tier 2 Restoration	Progress Manager intervention
2	Reset + Parent Meeting	Tier 2 Restoration	Behaviour Support Plan
3	Suspension (1 day)	Tier 3 Reintegration	Youth Worker referral
Further Incident	Suspension (2 days+)	Tier 3 Reintegration	Behaviour Panel

Walking Out of Lesson

Incident	Consequence	Restoration	Support
1	Removal + 25-minute detention	Tier 1 Restoration	Reflection with class teacher
2	Reset	Tier 2 Restoration	Progress Manager intervention
3	Reset + Parent Meeting	Tier 2 Restoration	Behaviour Support Plan
4	Suspension (1 day) considered	Tier 3 Reintegration	Youth Worker referral
Persistent	Suspension / Behaviour Panel	Tier 3 Reintegration	Multi-agency review

General Profanity in the Presence of Staff

(Not directed at staff)

Examples:

- "This is f***ing stupid"
- "I'm not f***ing doing that"

Incident	Consequence	Restoration	Support
1	Removal + 25-minute detention	Tier 1 Restoration	Reflection task
2	Reset	Tier 2 Restoration	Progress Manager intervention
3	Reset + Parent Meeting	Tier 2 Restoration	Behaviour Support Plan
4	Suspension (1 day) considered	Tier 3 Reintegration	Youth Worker referral
Persistent	Behaviour Panel	Tier 3 Reintegration	Multi-agency review

Repeated Low-Level Disruption

Incident	Consequence	Restoration	Support
1	Refocus	Tier 1 Restoration	Classroom strategy applied
2	Removal	Tier 1 Restoration	Class teacher discussion
3	Second Removal within 5 school days	Progress Manager review	Progress Manager support
4	Three removals within 5 school days	Reset + Parent Meeting	Behaviour review Behaviour Support Plan
Persistent	Behaviour Panel	Tier 2 Restoration	Bespoke intervention package

The school recognises that behaviour can be influenced by safeguarding needs, ALN, SEND, SEMH needs and other vulnerabilities. Appropriate reasonable adjustments and

support will be considered alongside sanctions. Serious behaviour will always be addressed, but responses will take account of individual circumstances where appropriate.

Appendix E – Ready to Learn Plan Template

'Ready to Learn'



Modified Pupil Plan

Pupil:	
Date:	
Present:	
<u>Ready to Learn – Modified plan for:</u>	
Parent view:	
Pupil view:	
School view:	
R2L Targets: 1. 2. 3.	
Signed (YPM):	Signed (Parent):

Note: This should be used in conjunction with the pupil on a page data sheet from RBU, OPP and any additional pupil information.

Appendix F – School Uniform Guide



Ysgol Bro Gwaun

Pennaeth/Headteacher: Alana Finn

Gwisg ysgol/School Uniform

Ar gael gan TeesRus neu Matthew's Menswear/available from TeesRus or Matthew's Menswear

Bechgyn/Boys

White
Shirt



Black School
Jumper



Optional
Black ¾ Zip



Black Trousers



School
Tie



Year 7, 8 & 9
Red & Green tie
Year 10 & 11
Jade & Black tie

Black
Footwear



School PE Top or
School Rugby Shirt



School Shorts/joggers or
plain black shorts/joggers



Optional - PE
socks



Optional PE Kit: School PE hoodie/School PE sports coat

Merched/Girls

White shirt or
blouse



Black School
Jumper



Optional
Black ¾ Zip



Appropriate Length Black
Skirt or Classic Black
Trousers



An acceptable Skirt Brands is David Luke
An acceptable Trouser Brand is Banner Trimly

School
Tie



Year 7, 8 & 9
Red & Green tie
Year 10 & 11
Jade & Black tie

Black
Footwear



School PE
Top



School Shorts/Leggings or
plain black shorts/leggings



Optional - PE
socks



Optional PE Kit: School PE hoodie/School PE sports coat

Angori Doeth, Dyfodol Disglai
Anchor Wisely, Bright Future

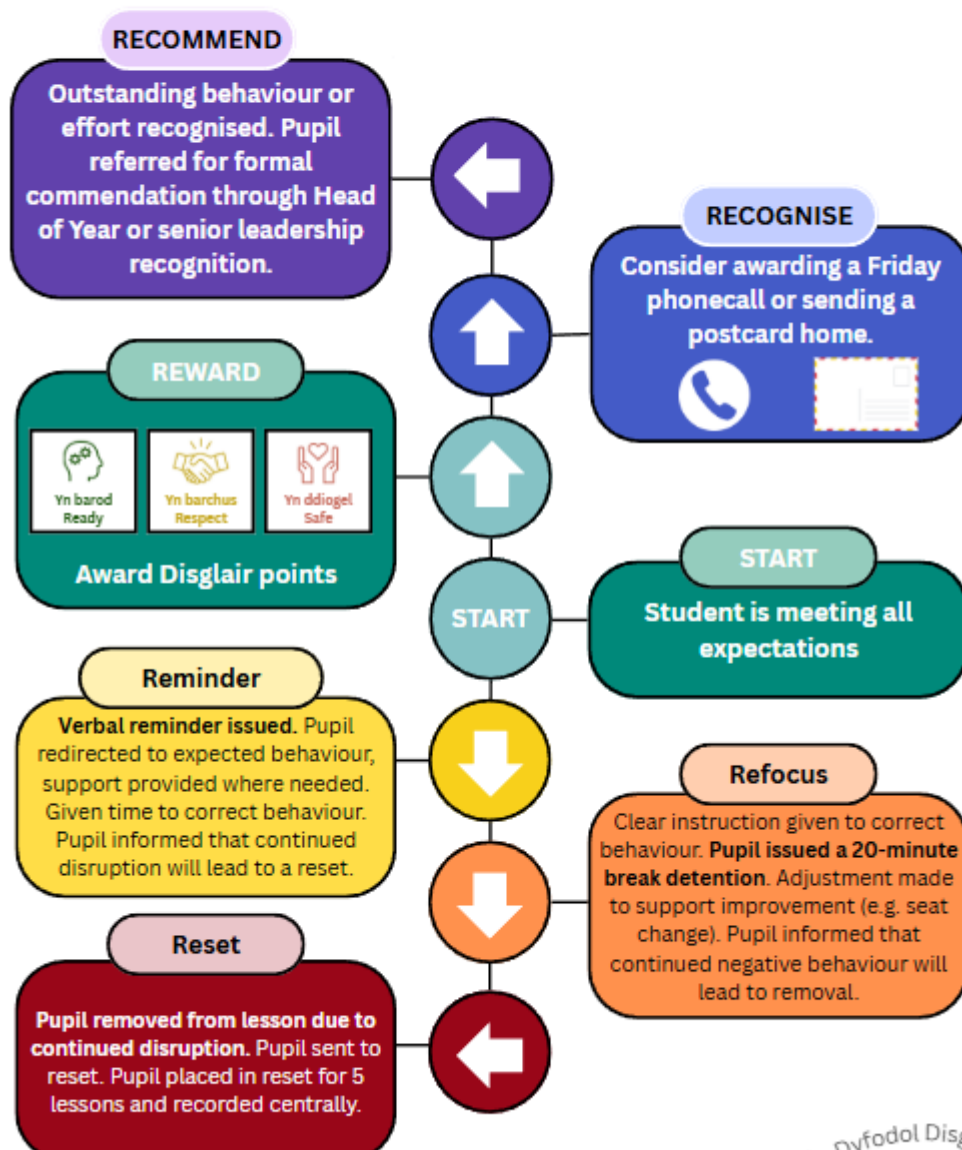
Appendix H – R System



Ysgol Bro Gwaun
Pennaeth/Headteacher: Alana Finn

The R system

We respond to disruption quickly and calmly, and we respond to excellence by recognising and celebrating it.



Angori Doeth, Dyfodol Disglair
Anchor Wisely, Bright Future

Appendix I – Positive Praise Calendar

Opportunities	Reward Type
Daily	• Ready (Pwyntiau Disglair) • Respect (Pwyntiau Disglair) • Safe (Pwyntiau Disglair) • House Points (Pwyntiau Disglair) • B.Smart (Pwyntiau Disglair) • Friday Phonecall (Pwyntiau Disglair and Phonecall) • Departmental Postcard (Pwyntiau Disglair and Postcard sent) • YPM Postcard (Pwyntiau Disglair and Postcard sent)
Weekly	• Headteacher Award (Pwyntiau Disglair and Postcard sent) • Excellent Contribution to school life (Pwyntiau Disglair) • Weekly 100% Attendance Award (Pwyntiau Disglair) • Weekly Expectation Award (Pwyntiau Disglair) • Star of the Form (Pwyntiau Disglair and Postcard sent)
Termly	• Anti Lisa's Prize Draw (Variety of prizes on the final day of term) • End of term trips – Winter and Summer based on Pwyntiau Disglair (trip locations TBC but will be communicated clearly with pupils, parents and carers including criteria) • 100% Attendance for the term (Certificate & prize) • Highest Pwyntiau Disglair for the term (Certificate & prize) • Most improved attendance (Certificate & prize)
Annually	• Pupils' Choice Award (Certificate & prize) • YPM Pupil of the Year (Certificate & prize) • 100% Attendance (Certificate & prize) • Highest Pwyntiau Disglair (Certificate & prize) • Highest Attainment – Subject Based (Certificate & prize) • Highest Effort – Subject Based (Certificate & prize)

Appendix J – Example Exclusion Letter (Parent/carer) – April 2026 Updated

Dear [parent/carer]

I am writing to inform you of my decision to exclude [learner's name] for a fixed term of [period of exclusion]. This means that [learner's name] will not be allowed in school for the period of the exclusion which began on [date].

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [learner's name] has not been taken lightly. [learner's name] has been excluded for this fixed term because [reason for exclusion].

The school will continue to set work for [learner's name] during the period of their exclusion. Please ensure that any work set by the school is completed and returned to us for marking.

You [and learner's name] have the right to make representations to the school governors' pupil discipline committee. If you wish to make representations please contact [name of contact] on/at [contact details: address, phone number, email], as soon as possible. While the discipline committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You also have the right to see a copy of [learner's name] school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of [learner's name] school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

A parent or carer also has the right to make a claim of disability discrimination to the Education Tribunal for Wales (ETW) if they think the exclusion is because of a disability their child has. The address to which claims should be sent is: Education Tribunal for Wales, Welsh Tribunals Unit, PO Box 100, Llandrindod Wells, LD1 9BW.

[Optional paragraph for Secondary Schools with exclusions of less than 6 days]

You [and learner's name] are requested to attend a reintegration interview with me [alternatively, specify the name of another staff member] at [place] on [date] at [time]. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You may wish to contact Richard Hobbs at Pembrokeshire Local Authority, telephone 01646 602473, email Richard.Hobbs@Pembrokeshire.gov.uk who can provide advice.

Pembrokeshire Parent Partnership Service is also available to offer impartial advice and support. They can be contacted on 01437 776354, Monday to Friday 9am-5pm, or by email pps@pembrokeshire.gov.uk.

[learner's name] exclusion expires on [date] and we expect [learner's name] to be back in school on [date] at [time].

Yours sincerely

[name]

Headteacher

Dear [parent/carer]

I am writing to inform you of my decision to exclude **[learner's name]** for a fixed term of **[period of exclusion]**. This means that **[learner's name]** will not be allowed in school for the period of the exclusion which began on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[learner's name]** has not been taken lightly. **[learner's name]** has been excluded for this fixed term because **[reason for exclusion]**.

The school will continue to set work for **[learner's name]** during the period of their exclusion. Please ensure that any work set by the school is completed and returned to us for marking.

You have the right to request a meeting of the school governors' discipline committee at which you **[and learner's name]** may make representations and the decision to exclude can be reviewed. As the length of the exclusion is more than 5 school days (or equivalent) the committee must meet if you request it to do so. If you wish to make representations to the committee please contact **[name of contact]** on/at **[contact details: address, phone number, email]**, as soon as possible. You may be accompanied by a friend or representative.

You also have the right to see a copy of **[learner's name]** school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[learner's name]** school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

A parent or carer also has the right to make a claim of disability discrimination to the Education Tribunal for Wales (ETW) if they think that the exclusion is because of a disability their child has. The address to which claims should be sent is: Education Tribunal for Wales, Welsh Tribunals Unit, PO Box 100, Llandrindod Wells, LD1 9BW

You **[and learner's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You may wish to contact Richard Hobbs at Pembrokeshire Local Authority, telephone 01646 602473, email Richard.Hobbs@Pembrokeshire.gov.uk who can provide advice. Pembrokeshire Parent Partnership Service is also available to offer impartial advice and support. They can be contacted on 01437 776354, Monday to Friday 9am-5pm, or by email pps@pembrokeshire.gov.uk.

[learner's name] exclusion expires on **[date]** and we expect **[learner's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[name]

Headteacher

Appendix K – Example Exclusion Letter (Pupil) – April 2026 Updated

Dear **[learner's name]**

I am writing to inform you of my decision to exclude you for a fixed term of **[period of exclusion]**. This means that you will not be allowed in school for the period of the exclusion which began on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude you has not been taken lightly. You have been excluded for this fixed term because **[reason for exclusion]**.

The school will continue to set work for you during the period of your exclusion. Please ensure that any work set by the school is completed and returned to us for marking.

You and your parents / carers have the right to make representations to the school governors' pupil discipline committee. If you wish to make representations please contact **[name of contact]** on/at **[contact details: address, phone number, email]**, as soon as possible. While the discipline committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your school record.

You also have the right to see a copy of your school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of your school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

A parent or carer also has the right to make a claim of disability discrimination to the Education Tribunal for Wales (ETW) if they think the exclusion is because of a disability their child has. The address to which claims should be sent is: Education Tribunal for Wales, Welsh Tribunals Unit, PO Box 100, Llandrindod Wells, LD1 9BW.

[Optional paragraph for Secondary Schools with exclusions of less than 6 days]

You and your parents / carers are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your return to school can be managed.

You may wish to contact Richard Hobbs at Pembrokeshire Local Authority, telephone 01646 602473, email Richard.Hobbs@Pembrokeshire.gov.uk who can provide advice. Pembrokeshire Parent Partnership Service is also available to offer impartial advice and support. They can be contacted on 01437 776354, Monday to Friday 9am-5pm, or by email pps@pembrokeshire.gov.uk.

Your exclusion expires on **[date]** and we expect you to be back in school on **[date]** at **[time]**.

Yours sincerely

[name]

Headteacher

Dear **[learner's name]**

I am writing to inform you of my decision to exclude you for a fixed term of **[period of exclusion]**. This means that you will not be allowed in school for the period of the exclusion which began on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude you has not been taken lightly. You have been excluded for this fixed term because **[reason for exclusion]**.

The school will continue to set work for you during the period of your exclusion. Please ensure that any work set by the school is completed and returned to us for marking.

You have the right to request a meeting of the school governors' discipline committee at which you and your parents / carers may make representations and the decision to exclude can be reviewed. As the length of the exclusion is more than 5 school days (or equivalent) the committee must meet if you request it to do so. If you wish to make representations to the committee please contact **[name of contact]** on/at **[contact details: address, phone number, email]**, as soon as possible. You may be accompanied by a representative.

You also have the right to see a copy of your school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of your school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

A parent or carer also has the right to make a claim of disability discrimination to the Education Tribunal for Wales (ETW) if they think that the exclusion is because of a disability their child has. The address to which claims should be sent is: Education Tribunal for Wales, Welsh Tribunals Unit, PO Box 100, Llandrindod Wells, LD1 9BW

You and your parents / carers are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your return to school can be managed.

You may wish to contact Richard Hobbs at Pembrokeshire Local Authority, telephone 01646 602473, email Richard.Hobbs@Pembrokeshire.gov.uk who can provide advice.

Pembrokeshire Parent Partnership Service is also available to offer impartial advice and support. They can be contacted on 01437 776354, Monday to Friday 9am-5pm, or by email pps@pembrokeshire.gov.uk.

Your exclusion expires on **[date]** and we expect you to be back in school on **[date]** at **[time]**.

Yours sincerely

[name]

Headteacher

Appendix H – Template Email/Eduspot C4+ (After-school) message to parent/carers

Subject: Written notice of afterschool detention

Dear [Title and Name of Parent/Carer],

I am writing to inform you that [Name of Child] has been issued with an afterschool detention as a consequence of their behaviour.

This sanction has been given due to the circumstances surrounding a description of the incident or behaviour.

In line with Welsh Government guidance on Inclusion and Support, this letter serves as written notice of the detention, with the school providing at least 24 hours' notice.

The detention will take place on:

Date:

Time:

Location: Reset (Behaviour Support) with SLT

Please ensure that [Name of Child] attends this detention as required. If there are exceptional circumstances that prevent attendance, or if you would like to discuss this matter further, please contact the school via office@ysgolbrogwaun.com.

Yours sincerely,

Miss Alana Finn

Headteacher