



NID DYSG HEB FOES

Ysgol Brynhyfryd

Engagement and Behaviour Policy

Review Date: October 2025

To be completed by the school:

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Signed (chair of governing body)	
Information about this policy is available to parents/carers	Statutory guidance states that the policy should be accessible to parents/carers, e.g. policy on school website; info in school prospectus; letter at the start of each term to each parent/carer.

To be completed by Denbighshire Education and Children's Services:

Policy developed by	Mari Gaskill Ysgol Llywelyn Nicola Griffiths Ysgol Pendref Dafydd Jones Ysgol Melyd Dylan Jones Ysgol Glan Clwyd Ceri Ranson Ysgol Brynhyfryd Tim Redgrave Ysgol Esgob Morgan Darren Taylor Ysgol Twm O'r Nant Nicola Wynne-Roberts DCC
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Ysgol Brynhyfryd

Engagement and Behaviour Policy

In Ysgol Brynhyfryd our aim is to ensure that all learners become

- Ambitious, capable learners, ready to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work.
- Ethical, informed citizens of Wales and the world, ready to be citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

To achieve the best outcomes for our learners it is essential that strong collaboration and partnerships exist between the pupil, the school and home.

Learners learn best in a disciplined and orderly atmosphere where they are often reminded of expectations. Our rules are clear and set the standards that learners should aspire to, in and out of the classroom. Good discipline is of whole school importance and the responsibility of each member of staff at all times. A consistent and firm response from our staff to promote positive behaviour, and tackle unacceptable behaviour, reinforces our expectations of the learners.

Problems are normal whenever people interact, especially when young people are learning and testing the boundaries of acceptable and agreed behaviour. Success can be judged not by an absence of problems but by the way we deal with them. We should always endeavour to distinguish between the problem and the person. Young people will always make mistakes and when they do, there needs to be a response, not a reaction.

Our expectations also outline the behaviour, attitude and order each member of our school community should follow at all times. **School Expectations**

- **Ready** – Everyone should arrive at school with the appropriate attitude, Equipment, approach and appearance which prepares them for success.
- **Respect** – Our school values the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- **Safe** - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions. Conduct and behaviour in school should be calm and harmonious, a positive climate for learning.

Behaviour management

At Ysgol Brynhyfryd we are committed to ensuring that effective teaching and learning takes place and good behaviour is compulsory in all aspects of school life. We seek to create a positive learning atmosphere through:

- Promoting good behaviour and discipline.
- Promoting self-respect, self-discipline, respect towards authority.
- Promoting positive relationships which are based on mutual respect.
- Promoting consistency whilst responding to positive and negative behaviour.

Recognition – An opportunity to reward Learners for their achievements.

- **Classroom level** – Teachers are highly skilled at identifying opportunities to praise Learners and recognise their successes.
- **Faculty Team** – Learners will be identified by their teachers to receive recognition postcards for outstanding attainment and endeavour in their subjects.
- **Year Team** – Learners will be identified fortnightly by their Personal Tutor to receive a praise phonecall home from their Head of Year.
- **Senior Leadership Team** – Learners will be invited to meet with the Headteacher and team to recognise their achievements.
- Progress will be celebrated at **Celebration of Achievement Evenings**.

As at any school, almost all of our learners are polite and well behaved most of the time. They are keen to learn and participate fully in all aspects of school life. For Learners to achieve at the highest level of which they are capable, good attitudes, parental support and the establishment of the right conditions for learning are all essential. Acceptable standards of behaviour and respect depend upon the example of us all: we all have a positive contribution to make. Good order has to be worked for, it does not simply happen. Everyone at the school is here for a purpose and every person should be respected and treated as an individual. Relationships are vital – between everyone and at every level. We should all make an effort to:-

- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate
- Make a difference
- Show equality and fairness.

APPENDIX A

Engagement and Behaviour

Rights and responsibilities with regard to staff

- **Ready** – Everyone should arrive at school with the appropriate attitude, Equipment, approach and appearance which prepares them for success.
- **Respect** – Our school values the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- **Safe** - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions. Conduct and behaviour in school should be calm and harmonious, a positive climate for learning.

Rights and Responsibilities:-

Ysgol Brynhyfryd and its staff have the right to:-

- Enforce the school's behaviour policy including rules and disciplinary measures.
- Expect learners and parents cooperation in maintaining an orderly climate of learning.
- Expect learners to respect the rights of other Learners and adults.
- Not tolerate abusive or violent behaviour. □ Involve outside agencies as appropriate.

Classroom Expectations

The rules of the classroom need to be few in number and referenced regularly by the classroom teacher. Learners should be questioned about the rules and asked to offer reasons why we have such rules. The rules will only remain effective if all the teachers use them on a regular basis.

It is vital that we manage our expectations based on the pupil's ability and understanding.

All staff should follow the **same procedures** :

- Always start and end a lesson on time.
- Always take a class register and make a note of any pupils who are late.
- Create a seating plan and adhere to it.
- Always state the learning outcomes on the white board and ensure resources are available.
- Remind the learners regularly of the expectations and consistently give praise.
- Do not leave the classroom, unless there is an emergency.
- Keep learners on task throughout the lesson and do not let them leave the classroom, unless there is an emergency.

- Identify the classroom hot spots, and strategically locate ourselves in response to this.
- To know the name of all pupils who are in our care.
- Take responsibility for discipline.
- Every day is a new start; every lesson is a new start.
- To hold Restorative meetings.
- Use praise postcards and positive recognition □ Positively remind and re-enforce class rules.
- Note uniform/jewellery and equipment infringements on School Pod
- Ensure that chewing gum and any other food/drink is put in the bin immediately.
- Ensure that phones and other devices are not used during a lesson, unless they are a part of the lesson.

All staff should:

- Model good behaviour.
- Maintain emotional control – give yourself time to think before reacting □ Uphold your dignity to sustain a relationship with the child.
- Preserve your dignity to preserve your relationship with the student. □ Role model behaviour.
- Remain calm – ‘Cabin Crew’ □ Be confident.
- Be consistent.
- Show compassion.
- Maintain a professional relationship – separate the behaviour from the child.
- Understand they can influence change and that when an adult changes, everything changes.
- Be proactive in ensuring you keep up to date on individual pupil needs
- Share good practice and success

We should follow all of the above to ensure we don't:

- Humiliate
- Shout – it belittles others and diminishes impact □ Over-react or act impulsively
- Punish everyone in a group, or punish something you can't prove. □ Use sarcasm.
- Abuse your authority. □ Use empty threats
- Make empty promises
- Hold a grudge

The classroom environment should be maintained to the highest standards by, for example:-

- Teaching in tidiness, to encourage tidiness.
- Cleaning or reporting graffiti immediately.

- Removing/repairing or reporting all damage.
- Insisting upon a clean classroom.
- Leaving desks in place and boards clean after lessons.
- Keeping displays fresh and attractive.
- Keeping shelves, cupboards and desk tidy.

Students should, as a general rule, never be disciplined by telling them to remain outside rooms; the problem needs a solution not complicating. **Corridor**

Behaviour

The behaviour on the corridor and the late arrival of students can have a detrimental effect upon your lesson and other lessons going on within the school. The following is to be used as a basic guidance for the behaviour on the corridor, ensure as much as possible that you reinforce the procedure below.

Students will observe the following routines and rules:-

1. Walk quietly and quickly on the left and follow the directions.
2. Behave sensibly.
3. Use the correct staircase.
4. Be in the right place at the right time.

Staff development and training

Appropriate training and development will be made available for all staff in terms of dealing with behaviour. The staff development will focus on new and emerging practice and the standards and expectations held within this document.

Behaviour Management Strategy, to create a positive learning environment.

1. Plan Lessons for good behaviour

- **High Expectations**

If there are high expectations for all learners, they will be more likely to succeed. You must set clear boundaries and you must re-visit them frequently.

- **Differentiate**

Excellent teaching can reduce behaviour problems, but this is not always the case. Research shows that clear explanations and tasks which are matched to the needs of the learners improve attitudes towards learning.

- **Good pace in a lesson**

A well paced lesson can help ensure learners are engaged and productive throughout.

- **An organised learning environment**

An orderly and tidy learning environment can help promote good concentration and avoid distraction.

2. Staff-Pupil Relationship

You should ensure that everyone is treated fairly and with consistency. **Every lesson is a new start.**

3. The teacher's passion

If a teacher has passion for the subject, this will be conveyed to the learner.

4. The teacher is ready for the lesson

If a teacher is in the classroom ready to greet the pupils and engage in eye contact, this is an advantage and gives control and control of the classroom. You should consider an appropriate seating plan for each class.

5. Praise

Staff should consider using praise three times to every one reprimand, this can change an individual's attitude during a period of 2/3 weeks. **'Catch them being good'**.

6. Language

Staff should always use positive language. E.g. rather than saying "will you stop talking" you can say "I want everyone to listen now!", rather than "Dylan, don't turn around to talk to Bethan", you can say "Dylan, thank you, I need you to face me and focus on your work'. Try not to use uncertain questions, give polite and courteous instructions.

7. Be consistent

Whatever your behaviour strategy, you must be consistent, and everyone should be treated equitably.

Beyond the classroom

All staff have a collective responsibility to promote positive behaviour beyond their classroom

Undirected time can contribute to a deterioration in the behaviour of learners.

We can all promote good behaviour through positive interactions at every opportunity.

We should expect to:

- Enjoy relating to one another.
- Welcome all members of the school community.
- Start a conversation at every opportunity.
- Deal with poor behaviour, to ignore is to condone.
- Set high standards of speech, manner and dress.

It is good practice to regularly discuss and review these procedures with all members of the school community.

The behaviour around the school and the late arrival of Learners can have a detrimental effect upon your lesson and other lessons going on within the school.

Dealing with poor behaviour

While responding to unacceptable behaviour, staff should take note of the below advice:

- All staff should adhere to our whole school strategy for managing behaviour.
- If a learner seems to be “playing to the audience”, deal with them away from the audience.
- Convey to the learner that you have high expectations of them and are disappointed when they let themselves down.
- Make it clear to a learner that once an incident has been dealt with then as far as you are concerned it is finished. You expect normal relations to be reestablished. Every lesson should be a chance to make a fresh start.
- The closer the sanction is in time to the misdemeanour, the more effective it is likely to be.
- Sanctions aimed at a learner rather than at the behaviour, should be avoided at all costs. Sarcasm, embarrassment, fear etc, will worsen matters rather than help them. Ask yourself how you would feel if you were in the same situation.
- Remember it is usually not personal.

Malicious allegations

If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

APPENDIX B

Engagement and Behaviour

Rights and responsibilities with regards to learners

- ☐ **Ready** – Everyone should arrive at school with the appropriate attitude, Equipment, approach and appearance which prepares them for success.
- ☐ **Respect** – Our school values the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- ☐ **Safe** - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions. Conduct and behaviour in school should be calm and harmonious, a positive climate for learning.

Learners have the right to:

- Be treated with respect and listened to.
- Be taught in an environment that is safe and conducive to learning.
- Expect appropriate action from school staff when dealing with any incident of bullying, violence, discrimination or harassment.
- To use relevant school procedures i.e. complaints, if you feel a situation has not been resolved satisfactorily.

Learners are expected to take responsibility to:

- Meet the behaviour expectations of our school.
- Conduct themselves around the building in a responsible manner and show regard to others.
- Arrive on time to lessons.
- Bring equipment appropriate for the lesson.
- Follow reasonable instructions given by staff, obey rules and accept sanctions.
- Behave in a respectful and polite manner to all.
- Show respect for the opinions and beliefs of others.
- Complete all class work in the manner required and hand in homework at the time requested.
- Show respect for the school environment.
- Demonstrate collective responsibility and respect for the school environment.
- Act as representatives of the school when away from the building.
- Not bring inappropriate items to the school.
- Never harm, denigrate or bully other Learners or staff.

Items not permitted:-

- Mobile phones (if seen or heard outside the designated areas and times) may be confiscated – they are only to be used during break and lunch in the canteen or outside.
- Music devices, games devices or any device deemed to have a negative impact on learning will be confiscated.
- Headphones are not permitted to be worn inside.
- Fizzy drinks/energy drinks are not permitted in the school.
- Sweets and items deemed unhealthy by the school are discouraged.
- IT equipment other than that issued or approved by Ysgol Brynhyfryd and inclusive of cameras and recording equipment.
- Cigarettes/tobacco/e-cigarettes.
- Illegal items or other drugs/substances.

Learners will be expected to:-

- Adhere to the school uniform policy.
- Not have extreme haircuts - this includes colours and cut.
- Only wear any footwear approved of by the school – Black leather shoes or trainers, no fabric or canvas shoes, no boots.
- Only wear outdoor coats outside of the building.
- Not wear hats or scarves in the building.
- Eat only in the canteen and designated outside eating areas.
- Not engage in any commercial activity on the school premises. □ Respect property belonging to others. **Advice to learners:-**

- Do not bring valuables or money into the school. Should you need to bring money into the school bring the smallest amount possible.
- Do not bring expensive items of clothing and equipment into the school. The school will not be liable for any damage or loss.
- Use bags for school which are a suitable size and strong enough to carry books and other equipment.
- Contact your Head of Year or Assistant Head of Year if you need clarification on any issue.

Travelling to and from the school

- While learners are travelling to and from the school they are representing the school and must act in a manner that does not damage the school's reputation.
- Learners should respect the people and property in the local community and behave in a safe and responsible manner.
- Learners who misbehave while travelling to and from the school may be subject to the school's sanctions, and/or those contained in the Denbighshire School Transport Policy.
- Learners' behaviour outside of school that has an effect upon the education and welfare of Learners within the school may also be subject to disciplinary proceedings.

Behaviour outside the school

We value our learners' experiences, both inside and outside of the school, and as such we will expect our Learners to behave in a manner that promotes Ysgol Brynhyfryd. However on occasions Learners' behaviour may not be up to the expected standard and as such they may be subject to action from the school.

Malicious allegations by Learners

If an allegation is made against a Teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

Learners that are found to have made malicious allegations are likely to have breached the school Behaviour Policy. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

APPENDIX C

Engagement and Behaviour

Rights and responsibilities with regard to parents and carers

- **Ready** – Everyone should arrive at school with the appropriate attitude, Equipment, approach and appearance which prepares them for success.
- **Respect** – Our school values the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- **Safe** - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions. Conduct and behaviour in school should be calm and harmonious, a positive climate for learning.

Collaboration and consistency between parents and the school will lead to improved outcomes for your child.

We believe that all parents have a right to be heard, understood and respected. However, school staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive or unreasonable behaviour.

Parents and carers are expected to:

- Support the school.
- Adhere to all school policies and procedures.
- Work in partnership with staff to ensure good behaviour.
- Maintain communication.
- Inform staff of any concerns.
- Respond to concerns raised by members of staff.
- Ensure pupils come to school correctly equipped and prepared to work.
- Resist discussing any concerns in front of your children or other parents.
- Avoid using social media as the front line for complaints.
- Adhere to acceptable standards of behaviour at all times.

Liaison with parents and other agencies

Ysgol Brynhyfryd will seek to work with parents at every opportunity to improve the life chances and development of children who attend Ysgol Brynhyfryd. We require, as a standard, an accurate set of contact details and for these details to be current at all times. Any changes in a student's circumstances should be communicated to the school as quickly as possible. When Ysgol Brynhyfryd staff contact parents they should ensure that that they have the necessary information to make sure that the

contact is both useful and productive. Parents may on occasions require appointments in the school and this should be arranged with the relevant members of staff and appropriate considerations will be made in terms of access and organisation.

Contact with external bodies such as the ESW, Social Services etc. will take place as required and parents will be involved in discussions should this be required. Ysgol Brynhyfryd staff will maintain records of such contacts.

Malicious allegations made by parents

If a parent makes an allegation against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

Parents that are found to have made malicious allegations are likely to have breached the Unacceptable Behaviour Policy. The school should therefore consider whether to apply an appropriate sanction, or contact the police if there are grounds for believing a criminal offence may have been committed.

APPENDIX D

Engagement and Behaviour

Student support systems

The pastoral system of support is to enable our students to attain as much as possible.

The main role of your Personal Tutor is to provide you with support. You can talk to them and ask for their help. There are also many other people available to support you in the Canolfan Fugeiliol.

Who else is here to support you?

Assistant Head of Year
Head of Year
Learning Coaches
Careers Service
Counsellors
School Police Liaison Officer
Attendance Officer
Behaviour Support
Youth Worker

The role of the Personal Tutor is key as they will be our students' main point of contact and there is specific guidance in the next section. The pastoral system makes use of a Head of Year and an Assistant Head of Year whose focus will be solely pastoral. Students may access this support within the Canolfan Fugeiliol, along with other services such as first aid.

Ysgol Brynhyfryd has a dedicated team of Learning Coaches to support students. The services of a School Liaison Police Officer are also available to offer support, advice and guidance to all of the school community.

There are further levels of support from the School Nurse and external agencies as required.

The student support systems also include the work of the pastoral team in who operate the Quiet Room and the Canolfan Fugeiliol, and members of the ALN Faculty who support our students in lessons and around the school.

The role of the Year 7 Zone has shown to have a positive impact upon the transition of our Year 7 students in terms of their behaviour, attendance and well-being.

APPENDIX E

Engagement and Behaviour

The role of the personal tutor

Tutors should:-

- Familiarise themselves with the personal and social background of their students and establish a supportive and pro-active relationship with them which is sensitive to the possibility of problems and concerns.
- Promote the values and ethos of the school and encourage an understanding of its routines and procedures.
- Develop the Form's sense of identity and their ability to act as a support for each other through joint participation in activities which bond them as a team and encourage an understanding of citizenship.
- Liaise with their Head of Year attending regular meetings as calendared, making an active contribution to the year team's effectiveness.

On a day-to-day basis this means:-

- Being in the Tutor Room or assembly hall early and greeting students on arrival. □Ensuring students are seated on chairs, without coats and are attentive during form period so that notices and letters can be communicated effectively; monitoring their exit in a quiet, orderly fashion.
- Following the weekly timetable for the year group - delivering PSE, Welsh Baccalaureate, Accelerated Reader/Literacy/Numeracy interventions, silent reading sessions etc. as appropriate.
- Giving a very high profile to attendance and punctuality and ensuring that students improve on an individual basis, monitoring the form's weekly progress against targets.
- Acting as a 'springboard' for the day, re-enforcing expectations of effort, achievement and behaviour and motivating and inspiring students to go out and do their best.
- Ensuring that students are 'Ready to learn' when they leave registration in the morning, and reporting any issues immediately to the HOY/AHOY, including uniform, equipment, hair, jewellery, letters to leave school etc.
- Checking and signing all planners in the Form during the course of a week, insisting on a high standard of presentation.
- Deliver a Thought for the Day every day, nominating students to do this on a weekly basis.

APPENDIX F

□Preparing Assemblies to be presented to the Year Group by members of the Tutor Group, as requested by the HOY on a half-termly basis.

- Carrying out Progress and Target Setting interviews with students regularly, liaising with HOY.

Engagement and Behaviour

Praise and Recognition

The aim of the rewards system is to recognise a range of student achievements and to motivate students to continue to raise standards of attainment, effort and behaviour.

Recognition – An opportunity to reward Learners for their achievements.

- **Classroom level** – Teachers are highly skilled at identifying opportunities to praise Learners and recognise their successes.
- **Faculty Team** – Learners will be identified by their teachers to receive recognition postcards for outstanding attainment and endeavour in their subjects.
- **Year Team** – Learners will be identified fortnightly by their Personal Tutor to receive a praise phonecall home from their Head of Year.
- **Senior Leadership Team** – Learners will be invited to meet with the Headteacher and team to recognise their achievements.
- Progress will be celebrated at **Celebration of Achievement Evenings**.

It is very important that the positive aspects of praise and rewards should have great emphasis. This is the only way to promote good behaviour. Often it is simply praise that will have the greatest effect on a child's behaviour.

To achieve the most positive effects we need all staff to use the reward system on a regular basis. Staff should try to ensure students of all abilities are being included in the rewards system. It is also important that the 'invisible' children are recognised by the system.

APPENDIX G

Engagement and Behaviour

Sanctions

Sanctions – The emphasis is on restorative practice, guidance and supporting students to change their behaviour.

- **Classroom led sanctions** – Teachers are highly skilled in behaviour management strategies and will attempt to support a student to modify their behaviour in the classroom.
- **Yellow Card/Red Card/Removal from classroom/School detention** – When all behaviour management strategies in the classroom have been exhausted the student will be removed to another classroom. Should the poor behaviour continue, they will be collected by a member of staff and taken to the Quiet Room. All effort will be made to assist the student to be able to return to their lessons as soon as possible. In addition, they may be collected at the end of the morning session to attend School Detention and a Restorative Meeting, which may last up to 20 minutes.
- **Quiet Room** – In very few instances a student will be sent to the Quiet Room for gross misconduct in school or in the community, or when their negative behaviour persists after the steps outlined above have been taken. Their Head of Year will discuss this with their parents and they may be placed on a Behavioural Contract with the school.
- **Fixed Term/Permanent Exclusion** – For persistent negative behaviour or serious gross misconduct the school may pursue an Internal or External Fixed Term Exclusion or Permanent Exclusion.

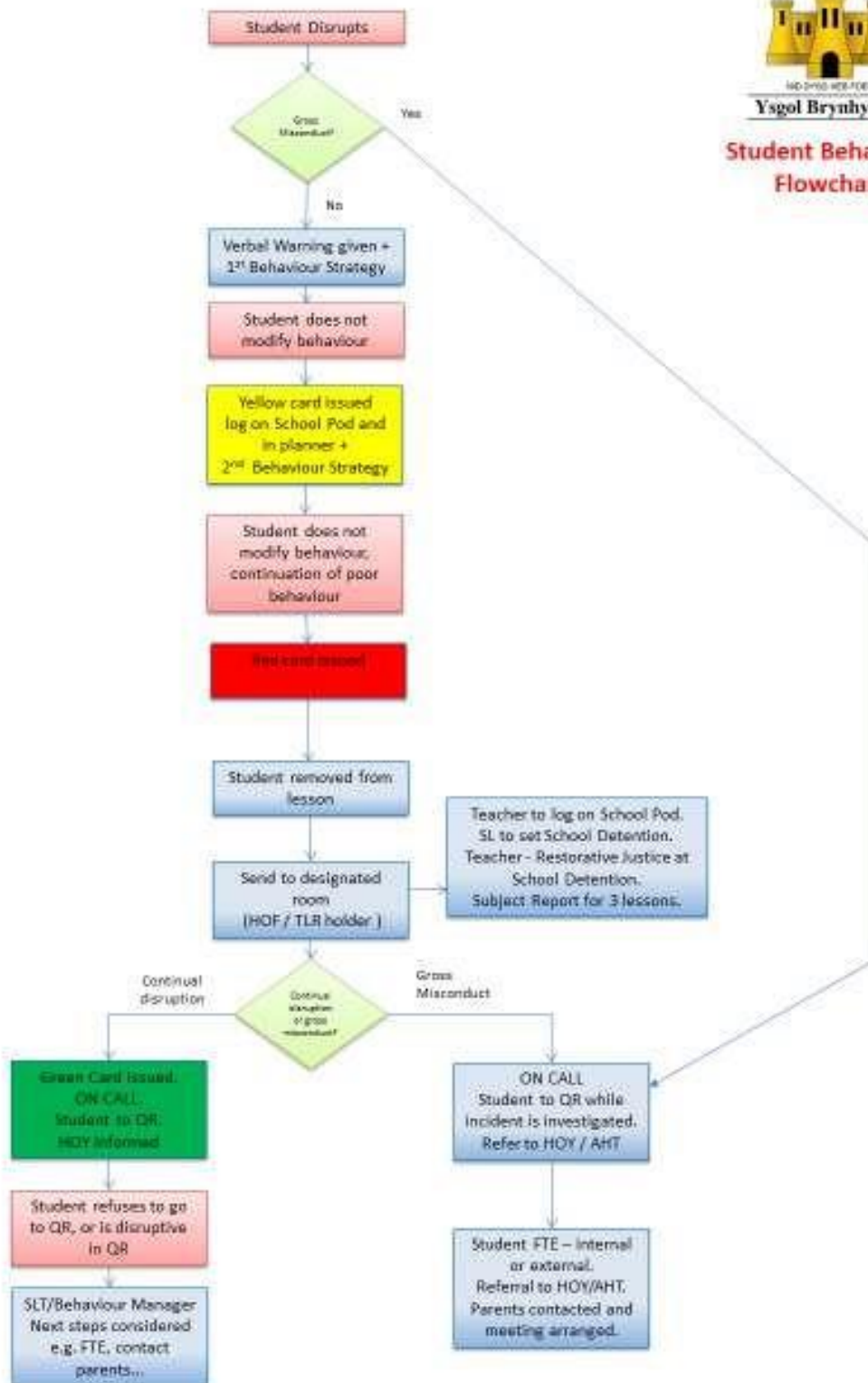
The issuing of a sanction to a student and how it is done can make the difference to it being an effective sanction. It is far better to use lower order sanctions first and still give yourself another option if the behaviour continues.

The flowchart below shows the process that should be followed for persistent noncompliance in a lesson.



Ysgol Brynhyfryd

Student Behaviour Flowchart



The sanctions below will be applied fairly and consistently and in take into account the severity of the offence. Students who are persistent in being non-compliant and disruptive will be subject to a higher order sanction.

When issuing a sanction all school staff should make note of the following advice:- □

If a student seems to be “playing to the audience”, deal with them away from the audience.

- Convey to the student that you have high expectations of them and are disappointed when they let themselves down.
- Make it clear to a student that once an incident has been dealt with then as far as you are concerned it is finished. You expect normal relations to be reestablished. Every lesson should be a chance to make a fresh start.
- The closer the sanction is in time to the misdemeanour the more effective it is likely to be.
- Avoid at all costs sanctions aimed at a student rather than at the behaviour. Sarcasm, embarrassment, fear etc., will worsen matters rather than help them. Ask yourself how you would feel if you were in the same situation.
- Remember it is usually not personal.
- Should a child be involved in an act of gross misconduct then they will be subject to an immediate sanction commensurate with the offence.

Quiet room

The Quiet Room supports the school’s pastoral system by providing a placement for students who have continued to disrupt the learning of others. Placement in the unit is for a fixed period of time. The duration of the placement will be reviewed by a member of the Senior Leadership Team.

While in the Quiet Room a student’s behaviour will be monitored and should they continue to disrupt a further sanction will be applied. The student who reaches this point may well have usually disrupted not only a lesson but also the sanction area, the action will reflect this.

Detentions

Detentions should only be imposed after a range of other strategies have been tried.

If all staff ensure that this is the case then detentions should have more impact upon student behaviour/response within the school.

In a detention at any level it is crucial that all staff concerned set the correct tone if detentions are to have the impact and the desired effect on our students.

Both students and staff should take detentions seriously. When conducting a detention please follow these basic rules: - (i) Students are to remove coats. (ii) Students are to sit in silence and spread around the detention room. (iii) Students do the work set. (iv) Students serve the full allocated time.

Exclusions

Exclusion from school is our most serious sanction, and the decision to exclude a child from school will only be taken after an in depth consideration of the facts. The legalities of school exclusions can be found at:

<http://gov.wales/topics/educationandskills/publications/guidance/exclusionguidance/?lang=en>

When considering an exclusion the school will take into account the nature of offence and the duration of the exclusion will reflect this.

When a student is excluded from school, the school will make all reasonable attempts to contact parents/carers on the day of the offence, outlining the issues and the reasons for the school's response. Before a child returns to school following a fixed term exclusion a parent will be expected to attend a reintegration interview.

The reasons for exclusions are varied however they will fall into one of two categories:

- Non-compliance: this may be a series of cumulative offence as indicated below.
- Gross misconduct: this will likely be a single serious incident.

Students may be excluded from school for persistent misbehaviour or for serious incidents in which they have been involved. An exclusion may last for a fixed period of time, e.g. one day, two days, or it could be permanent. Exclusion is a very extreme sanction.

The kind of incidents for which a fixed term exclusion might be appropriate are:-

- constantly disturbing the learning of other students in class.
- swearing at an adult.
- fighting or threatening other people □ being rude.
- bullying.
- bringing inappropriate items or illegal substances into school such as catapults, laser pens, air pistols, knives, blades, guns, alcohol, illegal drugs or items, imitation guns, cigarettes, laser lights, aerosol sprays, matches, cigarette lighters, electronic cigarettes, shisha pens.
- supplying or selling illegal substances, and
- other actions which disrupt the smooth running of the school, or put at risk the safety of other people.

Permanent exclusion

Permanent exclusions are very rare and the decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies that have been tried without success. It may, however, be appropriate to permanently exclude a child for a serious first or “one-off” offence. The Headteacher decides to exclude a student taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

Students with ALN

Students with a Statement or with particular educational needs are expected to follow the school’s Behaviour Policy and comply with all sanctions. Where behaviour is incurring a risk of exclusion, all appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the student is being supported. Fixed term and permanent exclusion, however, is still a possibility if serious misbehaviour occurs. See the ALN Policy.

Behavioural Contracts

When a learner’s behaviour falls frequently below the expected standard, their Head of Year may require the learner and their parents to sign a behaviour contract with the school. This contract will set out the school’s expectation as well as the interventions and positive recognition that will be put in place for that learner. The contract will be reviewed in a timely way in order to decide if the learner has improved and will be removed from the contract or whether they will proceed to the next stage.

STAGE	ACTION	
Behaviour issues in class - Informal Behaviour pathway	Classroom management – verbal warning, yellow card, red card Other behavioural incidents - interventions AHOY / HOY / Behaviour Manager working with student	
B1 – STAGE 1	Prior to Stage 1, must have: Evidence of continued poor behaviour, Evidence of contact/attempts to contact parents, both formally and informally, Some evidence of school-based interventions.	Meeting with HOY and parents. Behaviour Agreement Stage 1 with agreed targets and interventions. Targets should be measurable and achievable. Parental notification letter for Stage 1.
THERE MUST BE TANGIBLE EVIDENCE THAT A STUDENT HAS BREACHED THEIR TARGETS AND THAT WE HAVE DELIVERED ON ALL INTERVENTIONS BEFORE A STUDENT MOVES UP TO THE NEXT STAGE. RESTORATIVE APPROACHES AND PROBLEM-SOLVING SOLUTIONS SHOULD BE EMPHASISED IN POST-INCIDENT INTERVIEWS TO ENABLE A FOCUS ON REFLECTION AND RESOLUTION.		
B2 – STAGE 2	Prior to Stage 2, must have: Evidence of continued poor behaviour, Evidence of formal and informal contact with parents/ evidence of lack of parental engagement, Evidence of school-based interventions, ALN Assessment	Meeting with HOY and parents. Behaviour Agreement Stage 2 with agreed targets and interventions. Targets should be measurable and achievable. Parental notification letter for Stage 2.
THERE MUST BE TANGIBLE EVIDENCE THAT A STUDENT HAS BREACHED THEIR TARGETS AND THAT WE HAVE DELIVERED ON ALL INTERVENTIONS BEFORE A STUDENT MOVES UP TO THE NEXT STAGE.		
B3 – STAGE 3	Prior to Stage 3, must have: Extensive evidence of continued poor behaviour, Further evidence of contact with parents/ evidence of lack of parental engagement, Further evidence of school-based interventions, Consideration of referrals to other agencies.	Meeting with Assistant Headteacher, HOY and parents. Behaviour Agreement Stage 3 with agreed fixed-term targets and interventions. Review meeting date agreed. Parental notification letter for Stage 3 that student is at risk of Permanent Exclusion. Alternative Provision if required. Additional behaviour assessments.
THERE MUST BE TANGIBLE EVIDENCE THAT A STUDENT HAS BREACHED THEIR TARGETS AND THAT WE HAVE DELIVERED ON ALL INTERVENTIONS BEFORE A STUDENT MOVES UP TO THE NEXT STAGE.		
B4 – STAGE 4	Prior to Stage 4, must have: Further evidence of continued poor behaviour, Further evidence of contact with parents/ attempts to engage parents / evidence of lack of parental engagement, Further evidence of school-based interventions, Consideration of referrals to other agencies.	Meeting with Assistant Headteacher, HOY and parents. Behaviour Agreement Stage 4 with agreed fixed-term targets and interventions. Review meeting date agreed. Parental notification letter for Stage 4. Consider Managed Move if appropriate.
THERE MUST BE TANGIBLE EVIDENCE THAT A STUDENT HAS BREACHED THEIR TARGETS AND THAT WE HAVE DELIVERED ON ALL INTERVENTIONS BEFORE A STUDENT MOVES UP TO THE NEXT STAGE.		

B5 – Five Strike Contract	Prior to Stage 5, must have: File up to date with all evidence, School Pod information, SIMS information, letters, contracts, interventions and relevant forms.	Meeting with Headteacher, Assistant Headteacher, HOY and parents. AHT / County Inclusion and Behaviour Support Services. Denbighshire 5 Strike Contract.
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APPENDIX H

Engagement and Behaviour

Equal opportunities statement

In acknowledging the 2010 Equality Act all students and staff have a right to be treated with respect and sensitivity and to have access to opportunities regardless of their sex, race, creed or any disability.

In addition, all staff have a responsibility to influence the development of a sense of justice and tolerance in young people. It must always be made clear to students that expressions of prejudice, with or without the intention to offend, are a form of abuse, which will not be tolerated. Any incidents of discrimination or abuse should be reported immediately to a member of the Senior Leadership Team.

At Ysgol Brynhyfryd we believe that, in order for effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

We constantly strive to create a caring and learning environment in the school by:-

- Promoting good behaviour and discipline,
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships, based upon mutual respect,
- Ensuring fairness of treatment for all,
- Encouraging consistency of response to both positive and negative behaviour,
- Providing a safe environment free from disruptive violence, bullying and any form of harassment.

APPENDIX I

Engagement and Behaviour

List of relevant policies: Available through the DCC website

- Policy for dealing with unacceptable customer behaviour
- Schools managed transfer policy
- Learner Transport Policy
- Collective Grievance Policy
- HR policies

School based policies:

Safeguarding and Child Protection Policy

Use of Reasonable Force & Physical Intervention Policy

Preventing Misuse of Substances Policy: Secondary schools

E-safety Policy

Complaints Policy

Anti-bullying Policy

All Wales Child Protection Procedures

<http://www.childreninwales.org.uk/policy-document/wales-child-protectionprocedures-2008/>

North Wales Safeguarding Board Website that has all the individual policies and guidance which includes the resolving professional differences e

<https://www.northwalessafeguardingboard.wales/policies-and-procedures-children/>

ACE list

Child maltreatment

- Verbal abuse
- Physical abuse
- Sexual abuse

Childhood household includes:

- Parental separation
- Domestic violence

APPENDIX J

Engagement and Behaviour

- Mental Illness
- Alcohol abuse
- Drug abuse
- Incarceration

(<http://www.wales.nhs.uk/sitesplus/888/page/88517>)

Managing student transition and in-year transfers

Transition from primary school to secondary school is a significant aspect of any child's life. Ysgol Brynhyfryd will ensure that prior to a child starting in Year 7 they are given the opportunity to receive all the necessary information about the school in order to make the necessary transition. Ysgol Brynhyfryd will work with local primary schools to facilitate a number of events to enable this transition to be as enjoyable as a possible and the Head of Year 7 will co-ordinate the transition of pupils into Year 7 from Year 6.

Transfers that take place during the Year will be coordinated by a member of the Senior Leadership Team in consultation with the Local Authority and the families involved. Mid-year transfers will require an interview at school and the completion of the transfer documentation from the Local Authority.

APPENDIX K

Engagement and Behaviour

APPENDIX L

Engagement and Behaviour

Ysgol Brynhyfryd - Staff Behaviour Management Toolkit

Developed in consultation with Lisa Miller, Behaviour Management Consultant

In creating this toolkit our aim was to share expertise and good practice for effective behaviour management, and to identify and acknowledge issues and common areas of concern. The nature of pupils is changing within our society and as staff, we need to change to be able to deal with it. The toolkit will provide a supportive, caring ethos to make behaviour issues transparent, giving staff the confidence to deal with more challenging behaviour and reducing the need for pupils to be removed from class. In creating the toolkit, we have reviewed the school's behaviour policy and arrived at a set of practical strategies that are preventative and aim to prevent behaviours from escalating. We aim to work together as a team of staff and pupils, providing support for colleagues and better outcomes for pupils.

The use of yellow/red cards is not a behaviour management strategy, it is only a way of recording the behaviours and a way to ensure consistency between members of staff and incidents. Cards happen when nothing the teacher has said or done to try to change the behaviours has made a difference.

All staff have been issued with the toolkit and have received training in how to use it effectively.