


**COLEG CYMUNEDOL
Y DDERWEN**

Barod Y Dysgu - Behaviour Policy

Policy Written By:	Gareth Pope
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CCYD aspires to empower our community to be collaborative, resilient and reflective individuals who have the self-confidence to embrace challenge.

Barod Y Dysgu - Behaviour/Attitude to Learning Policy

Promoting positive behaviour requires the commitment of all members of our school, learners, parents, carers, governors and staff. It requires a consistency of practice across the school to ensure that learners know the high standards of behaviour that is expected of them.

CCYD makes use of class charts as part of its behaviour system to record positive and negative behaviours. Learners are encouraged to download the class charts app or access class charts to monitor their behaviour, attendance and achievements. Parents/carers are also encouraged to download the class charts app or access class charts to monitor their child's behaviour, attendance and achievement.

The schools behaviour system is based around our high expectations for Attitude to Learning which is set out in our A2L framework. Learner expectations and A2L is rated on a scale of 1 - 4;

1 - is where the learner exceeding expectations

2 - is where the learner is working as expected

3 - is where there are minor concerns with the learners attitude to learning

4 - is where there are major concerns with the learners attitude to learning

Copies of the A2L framework can be found in the appendices.

Aims of the Policy

At Coleg Cymunedol Y Dderwen we aim to;

- Create and develop a Behaviour Policy where the approach to matters of behaviour will be applied fairly and consistently, with due regard to any extenuating circumstances.
- Create and develop a place of learning, where all learners have a right to learn in a safe supportive and purposeful working atmosphere.
- Create and develop in learners, a sense of self-discipline and an acceptance of responsibility for the consequences of their own actions.
- Create and develop an atmosphere within the school community, where there is a mutual respect between all members and where there is a positive understanding for the environment.
- **REWARDS** - Rewards and Achievement are detailed in a separate policy, Barod Y Dysgu - Rewards and Achievement

General Roles and Responsibilities

The Governing Body is responsible for establishing, in consultation with the Head Teacher, staff, learners and parents/carers, the policy for the promotion of good behaviour and for keeping it under review. The governors also play a key role in supporting the governors disciplinary panel.

The Head Teacher & Senior Leadership Team are responsible for implementing the policy and ensuring that these standards are maintained consistently by learners and supported by staff. Responsibility for issuing a Fixed Term Exclusion and Permanent Exclusion is the responsibility of the Head teacher or designated member of senior staff in his or her absence.

Teaching and Non-Teaching Staff will be responsible for ensuring that the policy and its procedures will be maintained and applied consistently. They should consider themselves responsible at all times for the behaviour of learners at all times of the school day.

Staff will;

- model leadership.
- seek to raise the self-esteem of all learners and develop their full potential.
- work in close co-operation with parents in matters of behaviour management and to encourage learners to take responsibility for their own behaviour.
- recognise and celebrate learners achievements.
- create and maintain an ordered and calm atmosphere in which all members of the school community can feel comfortable and secure.
- deliver behaviour sanctions in a manner that is consistent to that set in the behaviour policy.

Parents and Carers are responsible as role models for our learners and they have an essential part to play in relation to the school's behaviour policy. They will be encouraged to work in partnership with the school and assist us in maintaining high standards of behaviour. Parents and carers are encouraged to promote and praise excellent behaviour and support the work of the school in addressing any behaviours that fall below our high expectations. Parents/carers are encouraged to download the class charts app or access class charts online to monitor their child's behaviour, attendance and achievements.

Learners will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy. Their responsibilities are to:

- make appropriate choices with regards their behaviour
- adhere to the school behaviour policy
- work to the best of their ability and allow others to do the same
- treat others with respect
- follow the instructions of school staff
- take care of the school environment
- cooperate with other learners and adults
- complete work, homework and any coursework to the best of their ability
- wear uniform correctly at all times during the school day.
- attend school and arrive on time.
- take responsibility for their choices and resulting praise or sanctions

Pastoral Support Team

At CCYD we pride ourselves on the high levels of pastoral care support and guidance we provide for our learners and families. Learners are placed into form groups of approximately 25 learners. There are 10 form groups in each year group labelled (GROWTHMIND). Each year group is managed by a Pastoral Leader and learners are supported by a very effective pastoral support team. Pastoral Support Officers are arranged as follows;

Transition & Key Stage 3 - PSO x 3

Key Stage 4 - PSO x 2

Attendance - PSO x 1

Phoenix Centre - PSO x 3

Learners are supported and encouraged to make the right choices but when behaviours are demonstrated that are below our expectations class teachers, department teams and ultimately the pastoral support team will work with learners and families to address the

shortcomings and plan for improvements in learner behaviour.

Anti-Bullying

Our clear and detailed response to bullying and our Anti-Bullying policy is covered in another policy. Please see Anti-Bullying Policy.

Attitude to Learning A2L

To help us achieve our aims we have agreed a set of expectations that are set out in the Attitude to Learning framework. This framework forms part of our Behaviour Policy and learners are expected to work towards these at all times. The A2L framework is included within this document and will be displayed around the school, in teaching rooms, break out spaces and corridors.

Graduated Response - Consequences & Sanctions

The school has a very clear graduated response to consequences and sanctions. Where learner behaviour falls below the expectations set out in the A2L framework learners will be issued with an appropriate sanction in line with the schools graduated response and behaviour tariff sheet. A copy of the school's behaviour tariff sheet is included in the appendices.

Staff Duty

To ensure all learners are safe from the moment they enter the school grounds to the time they leave staff are allocated key duty points at the following times;

- o Morning from 8:15 – 8:30
- o Break time 10.50-11.10
- o Lunch time 13:10-13:50
- o After School 2:50 – 3:00

Break Duty

During break teaching staff are allocated a 'zone' and will be at their designated zone for the duration of break time. In addition the Senior Leadership Team (SLT) will support the supervision of learners in the atrium and outdoor spaces.

Lunch Duty

During lunch time the Senior Leadership Team (SLT) will be on duty to supervise learners in the atrium and outdoor spaces. In addition the learner support officers will also supervise the learners at lunch time.

After School

At the end of the day to ensure learners safely egress the building and access their designated bus, staff are available at key areas;

- Atrium
- learner Entrance / Exit
- Car Park
- Bus Bays
- School Entrance / Exit Gate

In all cases where a learner demonstrates behaviour that is below expectations it is essential that there is a discussion with the learner so they are able to fully understand why the behaviour demonstrated was unacceptable or inappropriate. It is important that any sanctions issued are fully explained to the learner.

Consequences/Sanctions

There are a number of sanctions detailed below that are available to staff at CCYD when a learner demonstrates behaviour that is below expectations.

Negative Points

Negative behaviours are issued and recorded on class charts and negative points are issued. These are recorded on the class charts system against the learner and they are shared with the learner and parent/carer.

Detention

Various forms of detention are given when a learner has carried out an action that disrupts the learning of others. They have been given the opportunity by the teacher to change/conform but choose to disregard the class-teacher's request(s). All Tutors/Class-Teachers/Departments/Colleges are able to detain learners either at break, lunch or after-school. All detained learners will be informed verbally about the detention, its time, location and duration. For after school detentions parents will be contacted, and informed of the detention.

Break/Lunchtime

If a learner is detained at break or lunchtime they will have the opportunity of going to the toilet and offered the opportunity to have food / drink.

After-School Detention

After school detention will be carried out between 2:50pm to 4.00pm, Monday to Thursday. If the detention falls on a Friday due to transport restrictions the detention will run between 2:50pm and a time when the senior staff are available to transport the learner home. For after school detentions parents will be contacted, and informed of the detention.

Restorative Approaches

At certain times and for certain incidents it may be more appropriate for the incident to be dealt with via a restorative approach. CCYD has a number of staff who are trained to undertake restorative approaches. This type of approach is suitable when there has been conflict and the process focuses on repairing the harm that has been done.

Monitoring Cards

Monitoring cards are used to help learners achieve set targets that are agreed by the learner, staff and maybe parents/carers. Cards are issued for a set period of time and monitored to see if there is an improvement in behaviour, participation, engagement etc.

For the card to have an effective and positive outcome, the respective teacher will

- Regularly monitor the card.
- Take time to discuss with the learner the response of staff.
- Where possible ensure that parents/carers are informed of the process.

When a learner is on a card, the following must be carried out;

- The monitoring process will involve an agreed period of time, which will consist of points system. Poor scores will result in a sanction.
- The learner will be expected to get the card completed/signed every lesson by the class-teacher; registration by the tutor and break and lunchtime by the appropriate

staff member who distributed the card. If the card is not completed this will result in a sanction.

Move of Learning Environment

Where possible and if appropriate the incident should be resolved within the department and this may result in the learner moving to another learning environment. Classteachers, Department Leaders may request that a learner move into another class to complete their work as a way to resolve the situation. This strategy may also be used for follow up lessons until such a time that the learner is able to reintegrate into the original classroom.

A2L Score of a 3

If learners are consistently working at a score of 3 then this would trigger a department team or pastoral team response.

A2L Score of a 4

S1 Letters

Any learner working at a score of 4 would trigger a S1 letter to be sent home by the respective department. This letter informs the parent/carer that there are major issues with a learner's progress in a particular subject. S1 letters are requested from the office by strategic leads, team leaders and or AOLE leads. Letters are created by the office, signed by the respective staff and posted home. S1 letters are recorded on provision map and class charts.

S3 Meeting

Department

If 3 letters are sent in a given time (usually a data entry period) by the same department then it is expected that the strategic leads, team leaders and or AOLE leads meet with the parent/carer.

Pastoral Leader

If however there are 3 separate S1 letters sent from 3 different departments in a given time it is expected that the pastoral leader meets with the parent/carer.

The admin office staff team will alert the relevant member of staff when 3 letters are sent for a learner in a subject or year group (pastoral leader, strategic lead, team leader or AOLE).

'Emergency On Call' (EoC)

The Emergency On-Call has been created to support staff when an emergency occurs in and around the learning environment. These situations may vary from teacher to teacher; from environment to environment and from incident to incident, however the nature of the incident should be "where there is a risk to the health and safety of the learner or staff". The Senior Leadership Team, supported by Pastoral Leaders, middle leaders and additional staff will carry out the (EOC) on a rota basis. Please see EOC procedures for further details.

When an incident occurs where there is a risk to the health and safety of learners or staff which requires immediate action staff will phone 'on call'.

The member of staff on-call will be contacted and asked to attend the designated area. When the EOC member of staff has arrived at the designated area, he/she will assess the incident and act accordingly.

Phoenix Centre

Phoenix Centre - Holding Room

When the class-teacher has exhausted the classroom and/or department policy guidelines and procedures for inappropriate and unacceptable behaviour, they will contact the 'Emergency on-call' team (senior staff) for assistance.

On assessing the situation, where learners fail to cooperate with the department processes learners can be escorted to holding room.

In the holding room learners will be supervised for the duration of that lesson in silence, carrying out the work supplied by the appropriate class teacher or department. At the end of the session, if appropriate the learner will be allowed to return to their timetabled lessons.

The learner will be given a monitoring card and given the opportunity to modify their behaviour. If they achieve the targets set for the rest of the day then they may leave school at 2:50pm. If however they do not achieve the targets set then they will be given an after school detention.

While in the Holding room the learner will:

- Read and acknowledge the room's expectations.
- Hand over their phone and or ipad.
- Remain SILENT at ALL times.
- Complete all work to the BEST of their ability.
- Acknowledge that their time in the room will be monitored and recorded by the Phoenix Behaviour learner Support Officer
- Acknowledge that they will be dismissed once their time in the room has been successfully completed.
- Appreciate that if they choose not to follow the reasonable requests, then they may be issued with a detention or internal exclusion.

Phoenix Centre Internal Exclusion – IE

The procedures for Internal and External Exclusion are very similar. Both involve a fixed term exclusion, yet one is completed at school and the other at home.

When an incident occurs that warrants an internal exclusion the following will occur;

- Staff will investigate the incident.
- Staff will gather relevant learner witness accounts of the incident and any other appropriate/necessary information such as CCTV footage.
- The incident/sanction will be issued in line with the behaviour tariff sheet.
- When the sanction has been determined staff will contact home, explain the incident and sanction. Details will be provided of the number of days etc
- Staff dealing with the incident will complete the appropriate internal exclusion-recording sheet.
- A Letter will be sent to parents/carers confirming the sanction.
- Work will be provided by the respective departments and collected and delivered or emailed to the Phoenix centre. This work will be provided for the duration of the sanction.

When the learner arrives at school, they will report to the Phoenix Centre. The learner will be supervised by the Phoenix behaviour support officer.

The IE sanction will start at 8:30am and finish at 4.00pm. The learner will have an isolated break and lunch at a different time to the rest of the school. They will have access to the toilet, water and food as required for the duration of the sanction.

Once the sanction has been completed learners will return to their timetabled lessons. The learner may be placed on a monitoring card to monitor agreed targets.

External Exclusion/Fixed Term Exclusion

The Head teacher may decide after reviewing and discussing all of the evidence regarding a behaviour incident that a fixed term exclusion is necessary for a learner.

Fixed Term Exclusion requires the child to remain at home and they will not be permitted to enter the school building for the duration of the exclusion. Work will be provided for the child to complete at home. Following a fixed term exclusion there will be a readmission meeting at the school. The readmission meeting will be arranged at a time convenient to both parents and staff at the school. In some circumstances it may be necessary to complete the readmission meeting via telephone or at home. The readmission meeting will be held with the Deputy headteacher, the parent/carers and the learner. It may be appropriate to invite any external agencies and or the police liaison officer.

Governors Disciplinary Panel

When a learner has incurred a total of 15 days or more fixed term exclusions in a term then a 'Governors Disciplinary Panel' will be initiated. The panel will discuss with the parent/carers the exclusions, behaviour demonstrated and together agree an appropriate course of action. The Governors disciplinary panel will consist;

- Governors
- Headteacher
- Deputy Headteacher or SLT
- Pastoral Leader
- Parent / Carer
- Learner
- Other relevant agencies as appropriate

Permanent Exclusion

The Head-teacher may decide after reviewing and discussing all possibilities, that permanent exclusion is necessary for a learner. This may include, but is not limited to, the following:

- All other steps to encourage the learner to obey the school rules have failed.
- Allowing the learner to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass persistent bullying including homophobic or racist bullying.
- Serious actual or threatened violence against a learner or member of staff.
- Sexual misconduct.
- Supply of an illegal drug, or the severe misuse of an illegal drug.
- Carrying an offensive weapon.

Exclusions are issued in line with the Welsh Government, Exclusions for Schools and Pupil Referral Units Guidance document no: 255/2019.

Safe and effective intervention - Physical restraint

There may be times when staff, in the course of their school duties, have to intervene physically in order to restrain learners and prevent them from coming to harm.

Section 93 of the Education and Inspections Act 2006 states;

All school staff members have a legal power to use reasonable force to;

- prevent pupils committing a criminal offence;
- injuring themselves or others, or damaging property;
- and to maintain good order and discipline amongst pupils.

The Team Teach strategy is used and the members of the senior leadership team have been Team Teach trained by members of the Local Authority, Communications & Relationship Team.

Such intervention will always be the minimum necessary to resolve the situation. The staff involved in any such incident will report the incident to the HT and a written record kept.

Screening and searching of learners for weapons

It is a criminal offence to have a knife or offensive weapon on school premises. It is a defence to be carrying one for an educational or other lawful purpose.

The Welsh Government, as part of its measures to reduce violent crime and to maintain safety in schools, has introduced a power, contained in Section 45 of the Violent Crime Reduction Act 2006 which allows schools in Wales to be able to screen any learner for a knife or other weapon, and search learners suspected of carrying a weapon.

If staff are concerned or alerted that a learner is carrying a knife or other weapon then they will report the matter to the Senior Leadership Team via the EOC procedure. Members of the SLT will take appropriate action and search the learner reported to be carrying a knife or other weapon. If the learner refuses to cooperate then the police will be called and parents/carers contacted to attend the school. If the situation requires the use of the invacuation procedure this will be initiated.

Actions are undertaken in line with the Welsh Government, Safe and effective intervention: the use of reasonable force and searching for weapons Guidance document no: 097/2013

and

BCBC Guidance on the Use of Physical Intervention, Time Out and Seclusion in Schools

Additional Supportive Measures/Alternatives to Exclusion

Thrive Assessment

The Thrive approach offers a trauma-informed approach to improving the mental health and wellbeing of learners. A Thrive assessment helps to identify emotional developmental needs as early as possible, in order to support and meet those needs on an individual basis. As well as offering new ways of dealing with challenging behaviour, Thrive also offers useful approaches to working with and helping any child who is experiencing emotional upheaval. If appropriate these approaches/strategies are detailed on a learning plan and this plan is shared with all staff. If necessary and appropriate therapeutic sessions are scheduled with the Thrive practitioner for the learner and sometimes with the learner and the parent/carer.

IBP - Individual Behaviour Plan

Individual Behaviour Plans consist of recommendations and strategies for learners who consistently have difficulty in following whole school rules, or who display challenging or concerning behaviours. Unlike school rules, IBPs are made specifically for individual learners. Staff develop a plan to support the learner. These plans consist of identifying any possible causes or triggers of the behaviours of concern and addressing these where possible. The plan identifies alternatives to the behaviour of concern (for example providing a child who displays outbursts of anger with a time-out pass or a safe space when they feel themselves becoming angry)

PSP - Pastoral Support Plan

Pastoral Support plans are similar to IBPs but these are often more detailed and have the input of specialist services, additional support or external agencies. These plans also consist of recommendations and strategies for learners who consistently have difficulty in following whole school rules, or who display challenging or concerning behaviours.

RA - Risk Assessment

A risk assessment for a learner is a document written by professionals that identifies potential hazards and how to manage these. It provides a plan to identify the potential risks, details the strategies required to help reduce the risk and details who is responsible for the risk management actions. Learners who pose a risk to themselves or others will be required to have a risk assessment. If when completing the risk assessment it becomes apparent that the school is unable to manage or reasonably reduce the risk of harm to the learner or others additional support will be sought from external agencies.

Referrals to additional support agencies

EET - Education Engagement Team

BCBC has an Education Engagement Team to support learner engagement with school. At certain times the school will engage this service to help support learner engagement and participation. The school has a nominated / link member of staff from the EET who liaises with the school regularly.

CART - Communications and Relationships Team

BCBC has a Communications and Relationships Team and the school may engage this service as part of its graduated response to improve learner behaviour.

A2E - Access to Education

BCBC has a panel made up of professionals where learners can be referred should they need additional support above the level a school can provide. In line with the graduated response the school may refer your child to this panel for additional help, support or alternative provisions.

Early Help

BCBC has an Early Help Team and the school may refer you to this service for additional help and support. Parents/carers may also self refer to this service for additional help and support. The contact details are earlyhelp@bridgend.gov.uk

YJS - Youth Justice Service

The YJS has an early intervention and prevention service that can provide learners with a wide range of support and guidance. The school may refer your child to this service for additional help and support.

Further Information regarding specific expectations/behaviours

Truancy and absconding from school

All incidents of truancy internally, externally or absconding from school pose a health and safety risk to the learner and other learners. Learners who truant lessons in school will be subject to an after school detention. Learners who frequently truant lessons in school or who truant outside of school will be subject to further sanctions and a risk assessment will be put in place to safeguard the learner and other learners. The same will apply to learners who frequently abscond from the premises. In extreme cases where the risk assessment is unable to safeguard the learner, a referral to external agencies for additional support and possible alternative provision will be sought. See also the school attendance policy.

Mobile Phones

Mobile phones are permitted in school with certain conditions. Learners may use their mobile phones out of lesson time but during lessons phones must be switched off and placed into their bags for safe keeping. The school accepts no responsibility for any damage to mobile phones or lost mobile phones. To avoid disruption to learning there is a three step system in place should the need arise to deal with the use of a mobile phone by a learner in class.

Stage 1 - Green - General warning about no phone use in the lesson

Stage 2 - Amber- Direct warning to the learner to put the phone away

Stage 3 - Red - The learner is asked to hand the mobile phone over to the teacher.

Depending on the situation the teacher may hand the phone back at the end of the lesson or take it to the safe to be collected by the parent/carer. Please see appendices for the poster displayed in all learning environments.

Uniform & Dress Code - see additional uniform policy for further information

We expect all learners to wear the uniform correctly throughout the school day. We believe that a smart uniform is very important; it demonstrates the pride that learners take in our school and signals their belonging and commitment to our learning community.

On entry to school all learners will be greeted by senior staff and pastoral staff and on entry all learners are subject to a uniform check. Details of this can be found in the appendices.

Parents/carers will be contacted immediately if a learner is inappropriately dressed to establish the reasons for the uniform issue.

If learners persistently choose not to wear the correct uniform in school and refuse to address the uniform issue then we will contact home and learners will be placed into the Phoenix centre until the matter can be resolved.

The school provides a range of support for uniform and financial assistance via the give us a shout email address - giveusashout@ccyd.org.uk Details of this support can be found in the appendices.

Jewellery

For Health and Safety reasons we only allow learners to wear one pair of **studded earrings** in the lower lobes – one stud in each ear lobe. Hooped earrings, stretchers and flesh tunnels are not allowed. Although the school appreciates, there may be a need for certain learners to wear plugs, these will need to be clear plastic.

No facial or body jewellery is allowed (nose, tongue, lip, eyebrow, belly button etc). The school will not be responsible for any injury caused by a body piercing. All jewellery brought into school is at the learners' own risk.

Clear plastic retainer piercings are acceptable and learners are encouraged to wear these instead of the piercing if they need to. These can be provided by the school if necessary.

In extreme circumstances where the learner refuses to remove unacceptable jewellery the learner will be placed in the Phoenix centre and contact will be made with learner's parents/carers to resolve the matter.

Hair

Hair should be a natural colour. Hairstyles must not be extreme. The school will decide what is extreme and if you are in any doubt about your child's hairstyle, please check with the school. Head-bands and hair bobbles should be of a dark colour and not excessive. Shaved designs in hair or shaved eyebrows are not permitted. In extreme circumstances the learner will be placed in the Phoenix centre and a meeting will be made with learner's parents/carers to discuss the matter.

Make-up

Make-up is only allowed if it is very subtle and is applied minimally. The school reserves the right to make that judgement and we will ask learners to remove excess makeup. In extreme circumstances or refusal to comply the learner will be placed in the Phoenix centre and contact will be made with learner's parents/carers to resolve the matter.

Smoking

CCYD and Bridgend County Borough Council does not allow the smoking of any nicotine substances on their premises. If any learner is caught smoking, including an electronic vapourised e-cigarette, on or near the school premises in uniform during the allocated school times the following will occur;

- The nicotine substance or VAPE will be confiscated.
- Parents/carers will be contacted.
- The items can be collected if requested, providing they are over 18.
- The learner will be given a sanction
- The school's police liaison officer, will speak with the learner, highlighting the consequences of their actions.
- The learner may be referred to the school nurse for help and support with quitting smoking.

Substance / Alcohol Misuse

The use of drugs / alcohol can adversely affect the performance of individuals and consequently have an impact on health and safety.

A drug or alcohol related situation is one where there is suspicion, disclosure or observation of the use of unauthorised drugs or the discovery of unauthorised drugs.

We do not allow anyone to be under the influence, in possession of or distributing alcohol / illegal drugs on the premises in accordance with the Misuse of Drugs Act 1971. Any suspected illegal drugs found, or confiscated, on premises will be disposed of appropriately.

The designated senior member of staff for drug related situations is the Headteacher or Deputy Headteacher.

If an incident of alcohol / drug related misuse occurs the school will carry out the following;

- Initial response and investigation

- Inform a senior colleague – who will guide the investigation, ensure written record is made and make a decision about any disposal
- Consider responses, including whether to contact police – including possible disposal and undertaking a search
- Contact parents / carers
- Consider contacting chair of governors, LA and other support services
- Consider sanctions / support needs of the learner(s) involved

However there are, we believe, different scenarios where drug related incidents are used and therefore each requires different procedures.

Under the Influence:

- Learner will be searched for any illegal substances
- Possible involvement of the Police / Police Liaison Officer
- Contact with the parents/carers and arrangements made to collect the learner from school
- Consider medical support for the learner
- Fixed term Exclusion
- Re-admission meeting with the Deputy Headteacher
- Incident recorded
- Possible referral to partner agencies for drug/alcohol support

In Possession of:

- Learner will be searched for any illegal substances
- Contact with the parents/carers and arrangements made to collect the learner from school
- IE / Fixed term exclusion. Depending on severity of incident
- Re-admission meeting with Deputy Headteacher
- Involvement of the Police Liaison Officer
- Possible referral to partner agencies for drug/alcohol support
- Incident recorded

Distributing / Dealing Illegal Substances:

- Learner will be searched for any illegal substances
- Contact with the parents/carers and arrangements made to collect the learner from school
- Permanent Exclusion
- Discussion with the Police Liaison Officer
- Possible referral to partner agencies for drug/alcohol support
- Incident recorded
- Governors learner Disciplinary Panel meeting

These incidents will be dealt with in line with the BCBC/School Substance Misuse Policy.

Damage to School Property

All damage to the school and or its property will incur a sanction. The sanction issued will range from internal exclusion to permanent exclusion and reimbursement of the cost of repair will be sought from the parent/carer. All matters relating to vandalism will be reported to the police. Community service could be used as a possible sanction. In this case an hourly rate will be agreed between home and school and the learner will work the equivalent hours to repay the cost of the repair.

Inappropriate Language Used in School

We do not tolerate the use of inappropriate and unacceptable language in or around the learning environment. Learners who choose to use inappropriate or unacceptable language, depending on the severity of the incident will be issued with a sanction ranging from a discussion with senior staff to permanent exclusion.

Inappropriate use of bad language among peers (outside the learning environment)

- o The learner will be taken aside and explained about the inappropriate nature of the language.

Bad language used in the presence of staff (within the learning environment)

- o The learner will be taken aside and explained about the inappropriate nature of the language.
- o Parents/carers will be contacted and a sanction will be issued

Bad language directed at a member of staff

- o The learner will be taken to the Phoenix centre
- o Incident recorded / statements taken
- o Parents/carers will be contacted & a Fixed Term Exclusion issued
- o Discussion with the Police Liaison Officer

Bad language with aggression directed at a member of staff

- o The learner will be taken to the Phoenix centre
- o Incident recorded / statements taken
- o Parents/carers will be contacted & a Fixed Term Exclusion or possible Permanent Exclusion issued
- o Discussion with the Police Liaison Officer



A2L - Attitude to Learning – Teacher Toolkit



Teacher Toolkit A2L					
Get to know your class	Differentiate work for individuals	Use all available data for your classes to plan effectively for delivery	Create seating plans for each class	Be prepared - greet learners at the door	Be fair and consistent
Read & understand the needs of the learners on the ALN register	Produce detailed group overviews for each class	Break/Lunch Detention	Deliver engaging lessons	Move of seat within the classroom	Take time to explain actions, consequences and sanctions
Ignore attention seeking behaviours	Make innovative and appropriate use of other adults in the room to support learning	Ask for support when needed.	Seek the advice and support of colleagues to help deal with situations	Set high expectations	Phone home and discuss issues with parents/carers
Reward and praise excellent work		Set clear expectations		Move of class within the department	
Make use of trained coaches/mentors	Reward and praise excellent A2L			Read & understand the learner information in the staff bulletin	Make use of monitoring cards
Send letters home	Liaise with the pastoral team for information			Read Risk Assessments	Adhere to school policies
Issue rewards stamps where relevant in line with school policy	Allow learners time out if needed			Do not block the exit path for a child to leave a space	Create an interesting and stimulating and safe learning environment
Address uniform issues consistently and fairly	Make notes in planner	Use class charts to monitor, display and reward good A2L	Invest time in learners when things are going well	Ask for On Call if there is a risk to the H&S of learners/adults	Issue a big question, provide/the "hook" for the lesson
Create an inclusive learning environment	Share ideas and strategies with colleagues	Check equipment and support with hardship issues	Make use of strategies identified in IBP/PSP	Meet with parents/carers	Record and report all incidents
Check equipment and support with hardship issues	Accurately record attendance	Make use of colleagues in the department to support with issues during lessons	Think about the ACE's work and trauma informed practice	Try suggested strategies to see if they have a positive impact on A2L	Work on positive relationships with learners
Ensure readiness to learn	Understand further research for additional learning needs and or behaviours		Give learners responsibilities		Role model excellent behaviours

Appendix 2 - A2L Framework

A2L - Attitude to Learning - Classroom		Classroom teacher actions	
Typical Learner Profile			
1 Above & Beyond	<ul style="list-style-type: none"> Learner always completes all classwork and homework tasks on time Learner completes classwork and homework above expectations Learner always demonstrates high levels of engagement and resilience Learner makes more than expected progress Learner independently seeks to improve work acting on verbal and written feedback Learner shows great independence and perseveres even when faced with challenging tasks Learner has excellent attendance and punctuality Learner always attends lessons with the correct equipment Learner participates in a range of school activities 	<ul style="list-style-type: none"> Celebrate excellent work Reward stamps issued Positive praise awarded – verbal Positive praise awarded – written in planner Positive praise phone call home Congratulations postcard sent home – Department/Pastoral 	<ul style="list-style-type: none"> Celebrate excellent work where appropriate Positive praise awarded – verbal Positive praise awarded – written in planner Congratulations postcard home – Department Advice and encouragement provided to improve A2L
2 Expected	<ul style="list-style-type: none"> Learner nearly always completes all classwork and homework tasks on time Learner completes classwork and homework in line with expectations Learner engages well with tasks and shows resilience Learner makes expected progress Learner acts on verbal and written feedback to improve work Learner works independently when faced with a range of tasks Learner attends regularly and is punctual Learner nearly always attends lessons with the correct equipment Learner participates in a range of school activities 		<ul style="list-style-type: none"> 1st Verbal warning to improve A2L <ul style="list-style-type: none"> Inform learner of possible sanctions 2nd Verbal warning to improve A2L <ul style="list-style-type: none"> Possible move of seats within the class Break or lunch detention Incident recorded in learner planner Phone call home to parent/carer
3 Minor Issues	<ul style="list-style-type: none"> Learner completes most classwork and homework tasks on time Learner completes some but not all classwork and homework in line with expectations Learner needs prompting to engage with learning and to work independently Learner makes some progress Learner needs reminding to act on verbal and written feedback to improve work Learner has irregular attendance and is not always punctual Learner does not always bring required kit or equipment Learner is easily distracted and demonstrates low level disruption and/or behaviour issues Learner does not always act on instructions the first time they are asked 		<ul style="list-style-type: none"> Break, lunch or after-school detention Move of class within the department 1 lesson Temporary change of class within the department for a sequence of lessons Phone call home to parent/carer Removal of mobile phone (after warning issued) Incident recorded in SIMS via behaviour email Further department procedures followed (\$1,\$2,\$3)
4 Major Issues	<ul style="list-style-type: none"> Learner rarely completes classwork and homework tasks on time Learner rarely completes classwork and homework in line with expectations Learner needs prompting to engage with learning and gives up easily when challenged Learner progress is hindered by their lack of effort and/or engagement with learning Learner has little or no evidence of effective responses to verbal and written feedback Learner has poor attendance and punctuality which is hindering progress Learner distracts the learning of others and often has to be removed from the class Learner rarely follows instructions Learner rarely brings the necessary equipment and/or the required kit 		

If there is an emergency or a risk to the health & safety of learners, staff or visitors then "Emergency On Call" is to be contacted



A2L - Attitude to Learning – Department / Pastoral



S1

Letter Sent Home - Team Leader/AOLE/Strategic Lead

- Letter template S1
- Requests to send letters via email to the admin team with details of the learners and respective department
- Letters created and posted home via the admin team
- Letters for learners are recorded on the year group trackers by the admin team

S2

Phone Call Home – Team Leader/AOLE/Strategic Lead

- Phone call to parent/carer explaining that despite department letters sent home further incidents have occurred and support from home is required to help resolve the issues.
- Phone calls recorded on the year group tracker by the TL/AOLE/SL

S3

Parent/Carer Meeting – Team Leader/AOLE/Strategic Lead/Pastoral Leader

- 3 x letters to a learner per half term for the same department – Parent/Carer meeting with Team Leader/AOLE/Strategic Lead
- 3 x letters to a learner per half term for any department – Parent/Carer meeting with Pastoral Leader
- Meeting recorded for the learner file
- When the 3rd letter is sent the admin team will notify the respective TL/AOLE/SL/PL

S4

SLT

- When the process has been exhausted and or there is no improvement in A2L please discuss the issue with the department SLT link

If there is an emergency or a risk to the health & safety of learners, staff or visitors then "Emergency On Call" is to be contacted

TRACKING UNDER PERFORMANCE

A2L



How we track Under Performance at CCYD

In order to track **Under Performance** at CCYD we follow a set procedure to ensure our Learners and Parent/Carers are supported and fully informed at all stages .

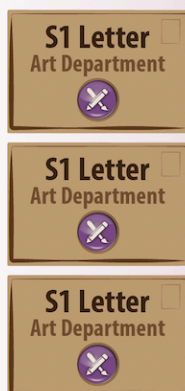
STAGE 1



- S1 letter sent home
- Major concerns with A2L in a subject
- -5 Achievement points
- **Logged on Classcharts**
(Learner & Parent/Carer)



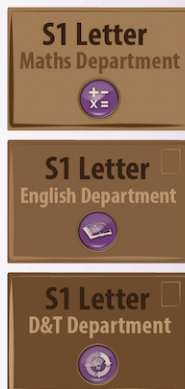
3 x S1 Letters from the same Department



- S3 (Result of 3 x S1 Letters)
- Meeting in school with -
Parent/Carer & Strategic Lead/ Team leader or AOLE lead.
- -10 Achievement Points
- **Logged on Classcharts**
(Learner & Parent/Carer)



3 x S1 Letters from any Department



- S3 (Result of 3 x S1 Letters)
- Meeting in school with -
Parent/Carer & Pastoral Leader.
- -10 Achievement Points
- **Logged on Classcharts**
(Learner & Parent/Carer)



Learner / CCYD / Parent/Carer - Let's **work together** to avoid under performance at CCYD.

DO YOU NEED ANYTHING?

giveusashout@ccyd.org.uk



If you need support then **"give us a shout"** via the email address above

This is our new discrete access point for any of your requests for support.

We link with a number of support agencies to help provide the support you need.
Some examples of how we can help;

UNIFORM - we can;

- Provide second hand laundered uniform
- Provide new items of uniform
- Support with uniform grants
- Help with PE kit

FOOD - we can;

- Share details of support agencies
- Liaise with food banks / community kitchens
- Offer direct food parcels
- Support with efsm queries
- Provide short term lunch provision

EQUIPMENT - we can;

- Provide necessary items of equipment
- Support with exam equipment
- Provide ingredients for food lessons

Please email any of your needs to the **"give us a shout"** email address and we will discretely work on providing any support we can as soon as possible.

Appendix 6 - Class Charts Negative Behaviour Points



CCYD Negative Behaviours



Logo	Achievement Title	Points	Logo	Achievement Title	Points
	Late to school / class	-1		Non-engagement in learning	-1
	Uniform issue	-1		General low-level disruption	-1
	Homework issue	-1		Toilet used during lesson	-1
	Lack of equipment	-1		Warning Issued regarding use of mobile phone in Class (Stage 2)	-1
	Refusal to follow instructions	-1		Mobile phone removed from Learner (Stage 3)	-5
	Break/lunch time detention	-5		After School Detention	-10
	Learner removed to another class in the department	-5		Internal Exclusion	-20
	Learner removed to the holding room	-5		Fixed Term Exclusion	-50
	Learner left class without permission	-10		Verbal abuse directed at staff	-25
	Aggression towards Peers	-20		Emergency On Call requested	-10
	Aggression towards staff	-50		Damage to school property	-10
	Truanting lessons	-5		Smoking/Vaping (onsite)	-10
	Absconding school	-10		Smoking/Vaping (inside)	-25
	Refusing to comply	-10		Substance Misuse	-50

Appendix 7 - Graduated Response Tick Sheet



Graduated Response – Tick Sheet



Learner Name:

Actions		Comments
Detention – Break / Lunch		
Detention – After school		
Parent/carer meetings in school		
Home visits – parent/carer meetings		
ELSA / Counselling		
THRIVE		
Restorative Justice		
Referral to EWS – EWS actions		
Holding room		
Phoenix Wellbeing		
Behaviour Card		
Internal Exclusion		
Readmission meeting (IE return to school)		
IBP		
Referral to Early Help / Social Services		
Signposted to GP/A&E/CAMHS		
Referral to Lead Worker		
Referral to Careers Advisor		
Risk Assessment		
Referral to drug/alcohol support agencies		
Pastoral Support Plan – PSP		
Phased timetable/days/return to school		
Fixed Term Exclusion		
Readmission meeting (FTE return to school)		
Referral to SWP – Police liaison officer		
Referral to YJS		
Multi Agency Discussion – Team Around CCYD		
Managed Move		
Referral to Junior Apprenticeship (JA)		
Referral to A2E		
Referral to EOTAS		
Governors Disciplinary Panel		
Permanent Exclusion		

Other; (External Agencies etc)

YOU ARE ENTERING A NO PHONE ZONE



REMEMBER PHONE OFF AND PUT AWAY



1 WARNING NO PHONES TO BE USED

2 2ND WARNING - PHONE AWAY

3 PHONE CONFISCATED PARENTS TO COLLECT
PHONE FROM SCHOOL



Coleg Cymunedol Y Dderwen – Behaviour Incidents & Sanctions

Break / Lunch Detention	After School Detention	Phoenix Centre (Holding Room/Internal Exclusion/Wellbeing)	External Exclusion (Days/Permanent)
Late to school	Frequent Late to school	Poor behaviour in a lesson / On call requested to attend	Using drugs on school site (to include aerosol & alcohol)
Late to lesson	Truancy – Internal & external	Absconding	Possession of a weapon on school site
Minor / low level disruption	Poor behaviour in class or school – low level	Swearing in the presence of a member of staff, having been spoken to previously	Inappropriate use of social media
Not bringing the necessary equipment	Caught in the act of Smoking (outdoors)	Refusal to comply with reasonable requests	Swearing directly at a member of staff*
Non completion of homework	Walking out of class	Disrupting a learning environment	Extreme violence and aggression shown toward another learner (attack)
	Frequent non completion of homework	Swearing directly at a member of staff*	Non compliance with Phoenix/IE procedures
	Poor return on monitoring card	Deliberate damage to school property or premises	Extreme verbal abuse towards a member of staff
	Not attending department break /lunch detentions	Aggression shown toward another learner (nasty fight)	Physical assault of a member of staff
	Leaving premises at break/ lunchtime	Smoking (cigarettes / e-cigarettes) inside the school building	use of a weapon on school site
	Initial uniform issues	Making and / or distributing inappropriate images in school	
		Persistent bullying / cyber bullying	
		Persistent uniform issues	
		Racial, sexual and homophobic incidents	

- This table is for guidance and each incident and learner will need to be responded to taking into consideration any personal or mitigating circumstances.

NEW Summer Uniform 2024

The Summer Uniform will consist of purple polo shirts and black shorts*



Purple Short Sleeve School Polo Shirts 2 Pack



Girls Purple Scallop Short Sleeve School Polo Shirts 2 Pack



Black Shorts - Cycling, Joggers or Tailored (*Knee Length*)



These shorts are deemed inappropriate and **NOT** allowed



Gym Style



Denim



Short shorts

Learners can continue to wear the winter uniform if they wish

*Black shorts can be either Cycling, Jogger or Tailored style. NOT Nike pro, denim or short shorts