



Ysgol Frongoch

Engagement and Behaviour Policy

* For the purposes of this policy, the term 'school' refers to maintained nursery, primary, secondary and special schools, and pupil referral units (PRUs).

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Yellow: For schools to edit to reflect practice

To be completed by the school:

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Signed (headteacher)	<i>Dylan Thomas</i>
Signed (chair of governing body)	<i>Jon Bowcott</i>
Information about this policy is available to parents/carers	Website, hard copy on request, shared with all parents/carers after approval by FGB [Electronically shared]

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

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Ysgol Frongoch

Engagement and Behaviour Policy

In Ysgol Frongoch 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 (*Please insert your own school expectations*)

- **Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.**
- **Respect – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community**
- **Safe and Responsible - 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.**

Behaviour management

At Ysgol Frongoch 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.
- **Whole Team** – Learners will be identified regularly by staff to receive recognition postcards [green] for outstanding effort, attainment and/or endeavour. This can also be followed up by a phone call by the member of staff who is rewarding the learner.
- **Senior Leadership Team** – Learners will be invited to meet with the Headteacher and/or SLT team to recognise their achievements.
- Progress will be discussed and celebrated at Parent 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 and appearance which prepares them for success.
- **Respect** – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- **Safe and Responsible** - 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.

Rights and Responsibilities:-

Ysgol Ffronoch 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** :

(Schools will have individual procedures to include in this section of their policy)

- 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 objective and/or have it visible in the classroom 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 [and/or allow toilet breaks as necessary].
- 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 reconciliation meetings if deemed necessary.
- Use praise postcards as necessary.

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.
- Be calm.
- 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

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 revisit 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 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 "Child x, don't turn around to talk to Child y", you can say "Child x, 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. All stakeholders were invited to give feedback regarding this policy in Spring 2025. The School council discussed with their peers within each classrooms what they felt was working well and what needed to improve, before their voices fed into this policy.

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. It is Parental Responsibility to ensure that their child arrives in school on time [8.45am at Ysgol Frongoch].

The following is to be used as basic guidance for the behaviour around school. Ensure as much as possible that you reinforce the procedure below.

Ready, Respect and Safe and Responsible principles are expected to be followed at all times, not just within the classroom [eg Playground, toilets, dining room, travelling to/ from school]

Learners will observe the following routines and rules:-

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
- Respect – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Safe and Responsible - 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.

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 re-established. 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 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.

Use of Denbighshire Restrictive Practices Policy.

Ysgol Frongoch will be following the above named Denbighshire County Council policy in appropriate circumstances. Please note that:

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, damaging property, and to maintain good order and discipline amongst pupils.

Appendix B

Engagement and Behaviour

Rights and responsibilities with regards to learners

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
- Respect – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Safe and Responsible - 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.

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.
- 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 are discouraged from coming into school – if a child does need to bring a mobile phone into School their Parent/carers will need to sign a consent form and the phone will be left with the clas teacher until the end of the day. They are not permitted to be used, at any time, on School premises.
- 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 [unless it forms part of an IDP requirement/ recommendation which supports an individual's needs].
- Fizzy drinks/energy drinks.
- Sweets and items deemed unhealthy by the school
- IT equipment other than that issued or approved by Ysgol Frongoch 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 [see prospectus for more details]. Please note the wearing of jewellery is forbidden, with only stud earrings being allowed. These will need to be removed for PE. Make up, including false nails and the use of fake tanning products are not permitted and forms part of our Ready, Respect and Safe and Responsible values.
- 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- including School property. Anyone who deliberately breaks others', including School, property will be asked to pay for a replacement.

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. Notify clas teacher and hand the money into the Office.
- 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 clas teacher 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.
- It is Parents' responsibility to ensure their child's welfare, and this includes travelling to/from School. If we feel unsupervised child/ren are a risk to themselves/others on the journey to/from School we will ask Parents/carers to revise their arrangements.

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 Frongoch. 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 of parents and carers

- **Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.**
- **Respect – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community**
- **Safe and Responsible - 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.**

We treat each other with kindness and respect when supporting your children, and we expect you to do the same when working with us. We need to work in partnership - 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, all 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. You have trusted us with your child's education and welfare. Sometimes we have to make difficult decisions that you may not agree with, but we always make them with positive intent.
- Be a positive role model for your children in all interactions with the school; be polite, proportionate, and courteous at all times. Set a good example in your own speech and behaviour.
- Adhere to all our school policies and procedures.
- Work in partnership with staff to ensure good behaviour.
- Maintain appropriate communication
- Inform staff of any concerns, but please always be proportionate and courteous. We will deal with your concerns, but we ask that you allow us a reasonable time to respond.
- Respond to concerns raised by members of staff courteously.
- Ensure pupils come to school on time, correctly equipped, and prepared to work.
- Approach the school directly with your concerns and allow us to resolve the issues with you. Please do not use social media to discuss your concerns. Maintain appropriate communication using the agreed channels to the school
- Always adhere to socially acceptable standards of behaviour, as described below.

To support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including sports fixtures.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to inflict actual bodily harm on a member of school staff, Governor, visitor, fellow parent/carer, or pupil regardless of whether the behaviour constitutes a criminal offence.
- Damaging or destroying school property.
- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication.
- Defamatory, offensive, or derogatory comments regarding the school or any of the pupils, parents, or staff of the school, on Facebook or other social sites. Any concerns you may have about the school must be made through the appropriate channels by speaking to a member of staff in school, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately, and effectively for all concerned.
- The use of physical aggression towards another adult or child.
- Approaching someone else's child to discuss or chastise them because of the perceived actions of this child towards your own child. Such an approach to a child may be seen to be an assault on that child and may have legal consequences. This includes contacting a child via social media, games consoles, other electronic devices, or over the phone.
- Coming onto the school site smoking or under the influence of alcohol or other recreational drugs.
- Dogs being brought on to school premises without permission.
- Insisting on a response to requests in an unreasonable time limit or outside normal school hours.
- Seeking to avoid or attempting to challenge the safety arrangements and staff instruction around the school during drop off and pickup times.

- Attempting to record any communication with staff including phone calls or meetings without prior discussion and agreement.

Should any of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the school grounds. We have an Unacceptable Stakeholder Behaviour Policy which we will use in these cases.

We trust that parents and carers will assist our school with the implementation of this policy, and we thank you for your continuing support of our school.

Malicious allegations made by parents

Our school is committed to dealing effectively with concerns and complaints. We aim to clarify any issues about which you are not sure. If possible, we will put right any mistakes we have made, and we will apologise. We aim to learn from mistakes and use that experience to improve what we do.

Allegations will be dealt with using appropriate policies and following the correct process outlined in our School Complaints Procedures. Please do not jump stages of the policy because this could delay our ability to deal with any concerns in a timely manner.

Parents or other adults that are found to have made malicious allegations are likely to have breached the Unacceptable Behaviour Policy.

If found to be in breach of either Policy, we will take sanctions if deemed serious enough, which may include contacting the police if there are grounds for believing a criminal offence may have been committed.

Appendix D

Rewards and sanctions

Stakeholder input

Pupil voice plays a key role when reviewing and amending any policy. Pupils discuss rewards and sanctions and share their opinions via School Council meetings.

Parents/ carers are encouraged to share feedback throughout the year and in particular are asked to complete questionnaires in the Autumn term at Parent evenings and also during mid year report Pupil Progress meetings.

All staff have an opportunity to regularly review and offer feedback on policies during regular meetings, CPD days [including specific training sessions for updating policies]

Governors are invited in to join discussions and ultimately approve all policies during Full Governing Body meetings.

Rewards

At Ysgol Frongoch we promote positive behaviour at all times. We have 3 simple rules and values which underpin our Behaviour Management strategy and these can be seen throughout this policy: Ready, Respect and Safe and Responsible.



Rewards are earned and can take many forms. At Ysgol Frongoch the following are examples of rewards which are used regularly:

- Regular praising when following School rules
- Green postcard – including tokens
- Individual, Group and House rewards – including tokens
- Positive phonecalls to parents/carers
- Being sent to the HT and/or other member of staff
- Certificates
- Extra playtime and/or other classroom based reward as agreed between the member of staff and the children.

A reward may be given for individual, group, class or whole school effort.

Sanctions

As expectations are clearly communicated with all children, so are the consequences made known to the children.

Action	Example	Consequence	Monitoring
Learner expectation concern	Not following expectations: Ready, Respect, Safe and Responsible	<ul style="list-style-type: none"> • Conversation with the child when the concern emerges to remind of expectations 	<ul style="list-style-type: none"> • Recorded in log books and/or initial contact forms [pupil file]
Repeat of above [or stand alone]- Yellow Card	Continues to not follow expectations [as above]	<ul style="list-style-type: none"> • Reminder of above and yellow card given. • Time out-varies depending on concern. • Loss of privileges [low level]* • Complete behaviour reflection sheet. 	<ul style="list-style-type: none"> • Recorded in log books and/or initial contact forms. • Parents informed.
2 Yellow cards = Red [in a week or 5 in a half term]			
Learner expectation concern- Red Card [this can be as continued repeat of above or stand alone Red Card]	Continues not to follow above and/or concern merits immediate Red Card	<ul style="list-style-type: none"> • Red Card given. • Time out-varies depending on concern [can include internal exclusion] • Loss of privileges-[higher level, including trips if deemed appropriate]* • Complete behaviour reflection sheet. 	<ul style="list-style-type: none"> • Recorded in log books and/or initial contact forms. • Parents informed and invited in for a meeting if appropriate.
Please note 2 Red cards within a half term [or 3 cumulative red cards] will initiate a Pupil Success Programme being put in place. This will involve child/ parent/ school and other agencies input.			

Time out- during class time this could be spent in a quiet area of the room, in another classroom within the same year group/s or in the communal area outside of the classroom.

Time out- during break/ lunchtimes [also inclusive of start of break/lunchtime] could be spent in a quiet area in the Year 3 outdoor area or in a designated classroom. Supervised by a member of staff.

Internal exclusion- varying in length, from sessions to full days. As time out but will remain there for the duration of the internal exclusion as determined by the school.

External exclusion- varying in length, from sessions to full days. They will not be permitted in school for the duration of the exclusion.

Loss of privileges- including Trips, Residentials and other activities

* Please note that Attendance on school trips, residentials and activities is a privilege, not a right. Pupils with consistently unacceptable behaviour before a trip, residential or activity will not be allowed to attend. All pupils will be expected to respect and follow instructions from all adults connected with the trip, residential or activity. The school reserves the right to withdraw any pupil from any trip, residential or activity if their behaviour does not align with the school's engagement and behaviour policy and/or could cause a safeguarding incident.

Yesgol Frongoch Card System

Card	Behaviour [examples]	Consequence
Green	<ul style="list-style-type: none"> • Positive role model • Polite and well mannered • Helpful • Supporting others • Any other Positive behaviour 	<ul style="list-style-type: none"> • Card issued and/or phone call home • Extra privileges • Sent to HT/ another member of staff for praise
Yellow Not following Ready, Respect, Safe and Responsible rules	<ul style="list-style-type: none"> • Disruptive • Refusal [work and/or co-operating with staff member] • Unkind [verbal or physical] 	<ul style="list-style-type: none"> • Card issued • Time out • Loss of privileges* [low level] • Behaviour reflection sheet • Parents informed
Red Repeatedly not following Ready, Respect, Safe and Responsible rules [or stand alone Red card depending on behaviour]	<ul style="list-style-type: none"> • Bullying • Intentionally being unkind [verbal and physical] • Abusive • Vandalism and/or theft • Receiving 2 yellow cards in the same half term 	<ul style="list-style-type: none"> • Card issued • Time out- including internal exclusion • Loss of privileges* [higher level] • Behaviour reflection sheet • Parents informed and/or meeting held • 2 Red cards in one half term [or 3 cumulative] will initiate a Pupil Success Programme being put in place. This will involve child/ parent/ school and other agencies input
<p>Exclusions: Please note that internal and external exclusion can be applied for either repeated poor behaviour and/or stand alone behaviour if deemed serious enough. Permanent exclusion can be considered if necessary.</p>		

Exclusion categories. Examples, possible consequences and comments

Please note staff will investigate and decisions will be based on evidence as presented.

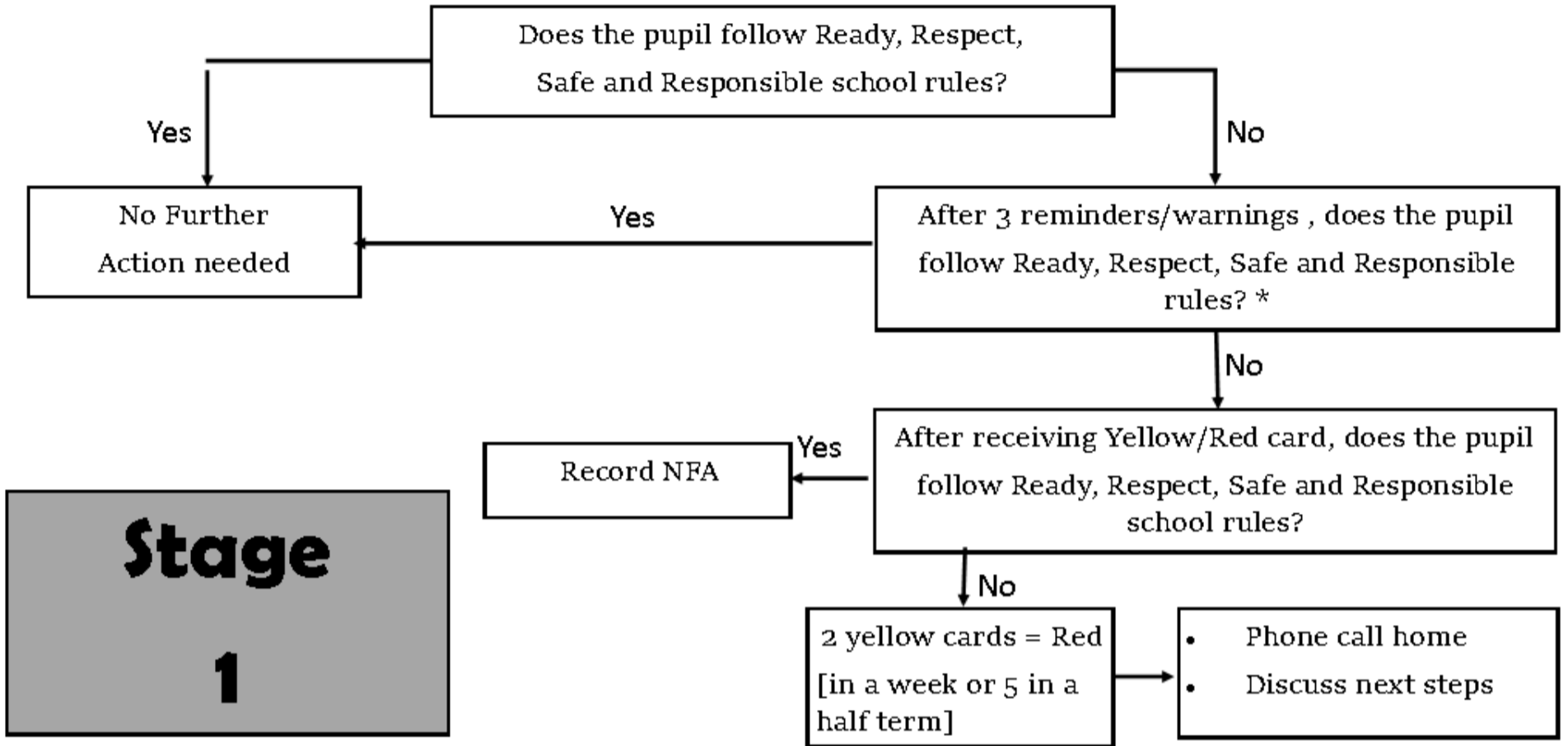
Behaviour	Consequence	Comments
Physical assault against a pupil	Depending on nature of incident consequence can range from No Further Action to Fixed exclusion. Permanent exclusion could be considered if deemed serious enough.	Could be permanent straight away depending on incident. Other agencies notified as necessary ie Police
Any deliberate assault which causes Actual Bodily Harm to another pupil is likely to lead to either a Fixed term or Permanent Exclusion. Any use of offensive weapons, or bringing an offensive weapon into school, is likely to lead to a permanent exclusion.		
Physical assault against an adult	Fixed term exclusion and permanent exclusion if deemed serious enough.	Could be permanent straight away depending on incident. Other agencies notified as necessary ie Police
Any assault on staff is likely to lead to a permanent exclusion.		
Verbal abuse/ threatening behaviour against a pupil	Depending on nature of incidence can range from fixed term exclusion through to permanent exclusion.	Could be permanent straight away depending on incident. Other agencies notified as necessary ie Police
Repeatedly targeting of a pupil, including online targeting, is likely to lead to either a fixed term or permanent exclusion		
Verbal abuse/ threatening behaviour against a member of staff	Depending on nature of incidence can range from fixed term exclusion through to permanent exclusion.	Could be permanent straight away depending on incident. Other agencies notified as necessary ie Police
Repeatedly targeting of a member of staff, including online targeting, is likely to lead to a permanent exclusion		
Bullying	Depending on nature of incident consequence can range from No Further Action to Fixed exclusion/ permanent exclusion.	Could be permanent straight away depending on incident. Other agencies notified as necessary ie Police
Repeatedly bullying of a pupil/s by the same pupil/s is likely to lead to a permanent exclusion		
Racist abuse	Depending on the child's understanding and context, consequence can range from No Further Action to fixed exclusion/ permanent exclusion	Could be permanent straight away depending on incident. Other agencies notified as necessary ie Police
Any form of Racist abuse is likely to lead to either a fixed exclusion or a permanent exclusion		
Sexual misconduct	Depending on the child's understanding and context, consequence can range from No Further Action to fixed exclusion/ permanent exclusion	Could be permanent straight away depending on incident. Other agencies notified as necessary ie Police
Any form of sexual misconduct is likely to lead to either a fixed exclusion or a permanent exclusion		
Drug and alcohol related	Depending on the child's understanding and context, consequence can	Could be permanent straight away depending on incident. Other

	range from No Further Action to fixed exclusion/ permanent exclusion	agencies notified as necessary ie Police
Any form of drug/ alcohol related incident is likely to lead to either a fixed exclusion or a permanent exclusion		



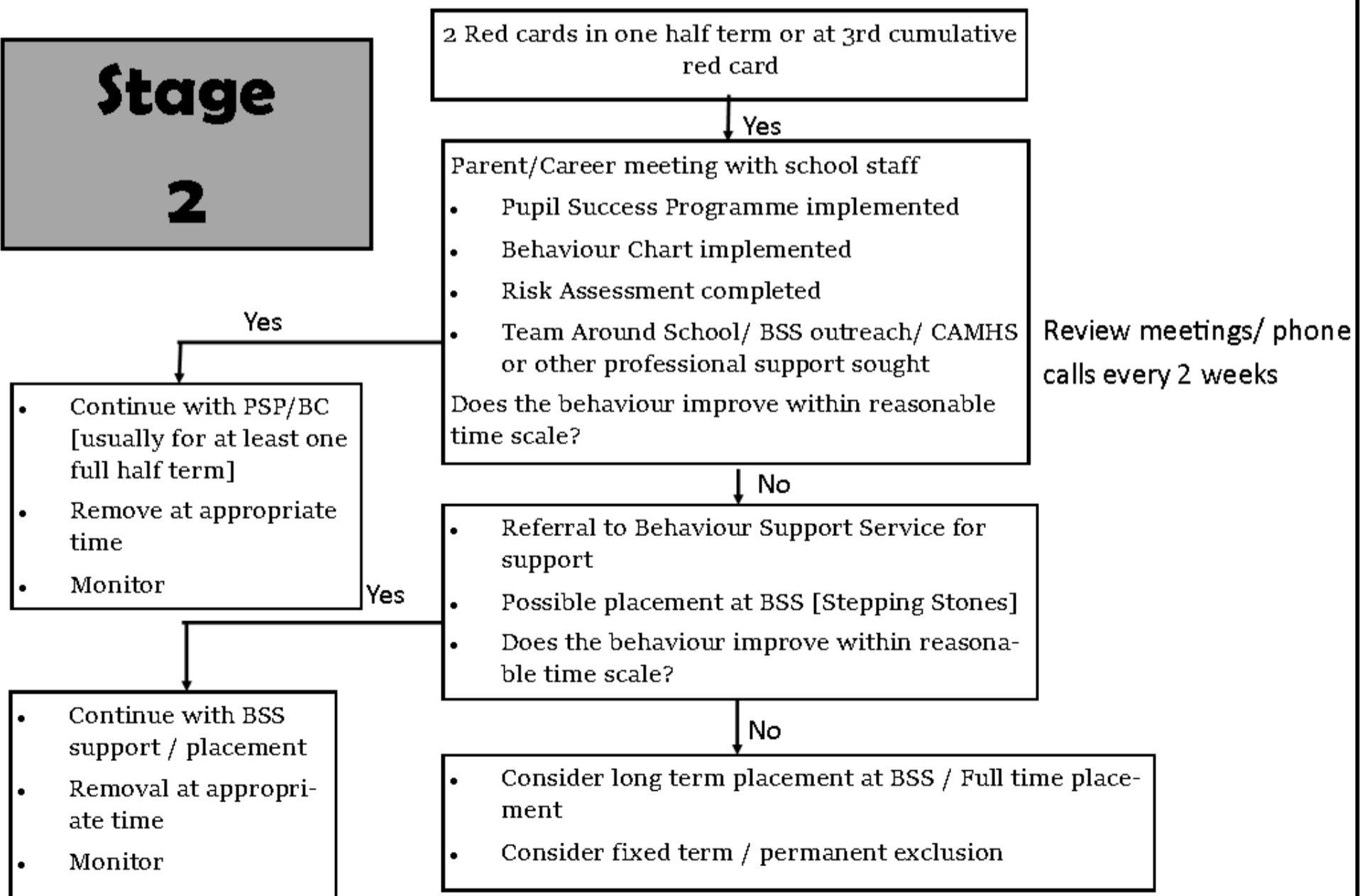
Behaviour Flow Chart

*Please note this flow chart is a guide only and, depending on seriousness of behaviour, school can implement relevant consequences as necessary [see full Engagement and Behaviour policy for more details]



Majority of cases behaviour improves- record and monitor.

If not please see next stage



Appendix E

List of relevant policies: All 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 (*school to insert list of relevant policies*).

Child Protection/ Safeguarding in Education

Use of Reasonable Force & Physical Intervention

Preventing Misuse of Substances Policy: Primary schools

Preventing Misuse of Substances Policy: Secondary schools

Complaints

All Wales Child Protection Procedures

<http://www.childreninwales.org.uk/policy-document/wales-child-protection-procedures-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/>

Appendix F

ACE list

- **Child maltreatment**
 - Verbal abuse
 - Physical abuse
 - Sexual abuse

- **Childhood household includes:**
 - Parental separation
 - Domestic violence
 - Mental illness
 - Alcohol abuse
 - Drug abuse
 - Incarceration

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