

POSITIVE BEHAVIOUR POLICY

Document Control

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Document Owner and Approval

Pencoed Comprehensive School is the owner of this document and is responsible for ensuring that this policy document is reviewed in line with School's policy review schedule.

A current version of this document is available to all members of staff on the shared drive – Policies and Risk Assessments – policies.

Signature:

Date:

Change History Record

Version	Description of Change	Date of Policy Release
1	Initial Issue	
2		
3		

1. Overview

At Pencoed Comprehensive School, we uphold the belief that maintaining high standards of behaviour is essential for students to thrive academically and socially. Our commitment to fostering a community focused school with a consistent approach to behaviour management ensures the progress and wellbeing of all students within the school environment. We expect the following:

Students: We expect all students to demonstrate kindness, respect, consideration, tolerance, and good manners towards others and their surroundings.

Parents/Carers: We urge parents and carers to promote inclusivity and respect in their children and to support the school's disciplinary authority over its students.

Teachers: Each teacher is responsible for promoting positive behaviour and maintaining a consistent approach to ensure fairness in student treatment.

Headteacher and Senior Leadership Team (SLT): The Headteacher and SLT are tasked with fostering good behaviour and providing support to colleagues in applying the behaviour policy fairly and consistently.

Governing Body: The Governing Body is expected to collaborate with the Headteacher in establishing a safe and inclusive learning environment.

2. Rationale

The Welsh Government's Inclusion and Pupil Support Guidance March 2016 requires all schools and colleges to have a behaviour policy which clearly sets out measures to regulate student conduct and aims to promote respect, fairness and inclusion.

This policy is based on legislation and advice from the Welsh Government:

- [Inclusion and pupil support 2016](#)
- [Exclusion from schools and pupil referral units 2024](#)
- [Keeping Learners Safe 2022](#)
- [All Wales Travel Behaviour Code 2008](#)
- [Challenging Bullying – Rights, respect , equality](#)
- [Safe and effective intervention – use of reasonable force and searching for weapons 2013](#)
- [Guidance for education settings on peer sexual abuse, exploitation and harmful sexual behaviour 2020](#)

The Behaviour Policy also links to the following school policies:

- Attendance Policy
- Anti-Bullying Policy
- Code of Conduct
- Equal Opportunities Policy
- Safeguarding Policy
- Exclusions Policy
- School Uniform Policy

3. Aims and Purpose of the Policy

Our school's **core purpose** is to create **an inclusive school community, committed to excellence, equity and wellbeing.**

Our **vision** is that every learner should **learn, grow, thrive and flourish** through attending Pencoed Comprehensive School.

The core purpose and vision are underpinned by our consistent behaviours for learning which are '**Ready, Respectful, Safe**'.

Our Behaviour Policy is designed to guarantee that every student enjoys the right to learn within a safe educational environment. It delineates the stringent standards of conduct we uphold throughout the school day, during commutes to and from school, and while engaging in trips or visits. The objectives of the policy are as follows:

- Uphold high expectations
- Foster positive rapport
- Implement a uniform approach
- Clarify the principles of 'Ready, Respectful, Safe'
- Specify expected student behaviour and encourage self-regulation
- Detail our system of rewards and commendations
- Address procedures for handling unacceptable behaviours
- Ensure that exemplary conduct is the baseline expectation for all students.

4. School Rules

We expect all students to follow the three consistent behaviours for learning which incorporate our school rules outlined below. These rules are clearly displayed in classrooms and around the school, and have been developed in partnership with our school council. The format below provides examples of our expectations.

Students are **Ready** by:

- Attending school and all lessons regularly and on time, lining up in a calm and safe manner.
- Wearing the correct school uniform and bring the equipment needed for each day.
- Keeping their phone switched off and in their bag to focus on learning.
- Ensuring all work is prepared for lessons and engaging positively with learning.

Students are **respectful** by:

- Demonstrating care, courtesy, consideration, and respect towards others at all times.
- Respecting personal and school property.
- Being proud of achievements of themselves and others.

Students are **safe** by:

- Following instructions from staff, first time to avoid escalation.
- Ensuring they follow their timetable and remain on school site.
- Not causing harm (physically or emotionally) through their actions.
- Reporting any concerns to staff.

5. Acceptable and unacceptable behaviour

Pencoed Comprehensive School defines acceptable behaviour as that which fosters positive engagement in learning, creating a classroom environment free from disruptions enabling teachers to effectively deliver their lessons and allowing learners to flourish. We expect care, courtesy, consideration, and respect to be upheld by all members of the community, including students, teachers, support staff, governors, visitors, and parents/carers, both within the school premises and in the wider community.

Examples of unacceptable behaviour identified by the school include name-calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation, physical abuse, bullying, harassment (including racist, sexist, and homophobic abuse), smoking/vaping, and possession of prohibited items. Additionally, any behaviour that disrupts or impedes learning, whether in the classroom or elsewhere, is deemed unacceptable.

The school regularly communicates the standards of acceptable and unacceptable behaviour to students, parents/carers, and other stakeholders through platforms such as Class Charts, individual correspondence, assemblies, sessions with Wellbeing Coaches, and the Health and Wellbeing Curriculum.

Staff members are kept informed of these standards through meetings and our Professional Development program.

The school defines acceptable behaviour as that which ensures students are positively engaged in learning, so that classrooms are 'disruption free' and teachers are able to teach effectively. We expect care, courtesy, consideration and respect between all members of the community. This includes students, teachers, support staff, Governors, visitors, parents/ carers both within the school premises and outside in the community.

6. Bullying

At Pencoed Comprehensive School we define bullying as 'behaviour by an individual or a group, usually repeated over time that intentionally hurts, threatens or frightens another individual either physically or emotionally'.

Bullying will not be tolerated at the school and any concerns can be reported by pupils through our harassment/bullying reporting box at the wellbeing hub, directly reporting to pastoral staff or emailing their concerns to the dedicated pupil harassment/bullying reporting email address signposted around the school. Parents are encouraged to report any concerns to the school by phoning (01656 867100) or emailing

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(admin@pencoedcs.bridgend.cymru) the information for the attention of their child's Progress and Wellbeing Leader. Details of how we raise awareness of bullying, educate students about the harm that bullying causes and how we work to promote tolerance are outlined in our Anti-Bullying Policy.

7. Roles and Responsibilities

The Governing Body is responsible for:

- Reviewing and approving the Positive Behaviour Policy in conjunction with the Headteacher;
- Monitoring the policy's effectiveness;
- Holding the Headteacher to account for its implementation.

The Headteacher and Senior Leadership Team (SLT) is responsible for:

- Approving and reviewing this policy in conjunction with the Governing Body;
- Ensuring the school environment encourages positive behaviour;
- Ensuring staff deal effectively, consistently and fairly with any poor behaviour.
- Monitoring the effectiveness of the policy in school;
- Providing new staff with a clear induction into the school's behaviour culture to ensure they understand the rules and systems;
- Offering appropriate training in behaviour management and the impact that additional learning needs and mental health can have on behaviour;
- Ensuring the policy works alongside the safeguarding policy to offer students both sanctions and support when necessary;
- Ensuring that data from Class Charts is reviewed regularly to ensure no groups of students are disproportionately impacted by this policy.

Teachers and staff are responsible for:

- Encouraging high achievement and the best possible outcomes for all students;
- Creating a calm and safe environment which supports children's well-being;
- Establishing and maintaining the school rules with clear and consistent boundaries and routines;
- Implementing the behaviour policy consistently;
- Providing a balanced curriculum which meets the individual needs of all students;
- Providing effective and interesting teaching which encourages students to take responsibility for their own learning;
- Modelling expected behaviour and developing positive working relationships;
- Communicating expectations and rules through interactions with students;
- Encouraging students to treat people and property with care and respect;
- Recording behaviour incidents promptly on Class Charts;
- Challenging all students to meet the school's expectations;
- Following the Staff Code of Conduct.

Parents and carers are responsible for:

- Reading the school's behaviour policy and signing the Home-School Agreement;
- Supporting their child to follow the school rules;
- Ensuring that their child attends school regularly and punctually;

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- Ensuring that their child wears the correct uniform in accordance with the Uniform Policy;
- Ensuring that their child brings the correct equipment to school;
- Showing an interest in their child's education and monitoring Class Charts regularly;
- Supporting the school's policies and guidelines for behaviour both in school and whilst on their way to/ from school;
- Supporting all school sanctions in accordance with the Behaviour Policy;
- Ensuring that the School is made aware of any changes in circumstances which may affect their child's behaviour;
- Attending meetings with teachers or support staff following any behaviour incidents;
- Ensuring that all school staff are treated with courtesy and respect at all times both in person and on phone/ email;
- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.

Students will be made aware of the school rules during their induction and are responsible for:

- Attending school and lessons on time;
- Moving quietly and sensibly between lessons;
- Working to the best of their ability;
- Not disrupting the learning of others;
- Behaving with care, courtesy, consideration and respect for others;
- Wearing the correct school uniform and bringing the equipment needed for each day;
- Taking care of the school environment;
- Behaving appropriately during unstructured time;
- Following all school rules;
- Accepting and attending school sanctions;
- Behaving appropriately whilst travelling to/ from school and on trips/ visits;
- Using Class Charts to monitor their rewards and sanctions.

Students will be supported to develop an understanding of the School's Behaviour Policy and wider culture. They will be asked to give feedback on their experience of behaviour at the school through Student Voice to support evaluation, feedback and monitoring.

8. School Behaviour Curriculum

At Pencoed Comprehensive School students are taught about our rules and expectations through the induction process and during educational sessions with their Wellbeing Coach. During wellbeing sessions with their Wellbeing Coach, students focus on the learning habits we expect at the school as well as key issues such as anti-social behaviour in the community, vaping, and bullying and peer pressure. Behaviour data will be used to inform the responsive aspect of the curriculum. During Health and

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Wellbeing sessions students will also engage in learning about wider issues beyond the Pencoed community and crime/ law.

9. Responding to behaviour

Effective behaviour management is about building positive working relationships with students. All staff will promote, model and encourage good behaviour. During any behaviour incident staff must aim to de-escalate the situation and try to ensure students make the right choice. Following incidents, staff will have restorative conversations with students and provide a 'fresh start'.

The school operates a system of standard operating procedures which aims to maintain good discipline, consistency and fairness. This guidance is documented and communicated through staff training and the Staff Hub. All incidents of poor behaviour will be recorded on Class Charts. Behaviour in lessons is monitored by:

- Analysis of Class Charts data
- Learning Walks and Drop-Ins
- Duty staff patrolling the school
- Student Voice
- Standards reviews

10. Rewards and Recognition

The School will promote good and improved behaviour by students through a rewards system that is consistent and meaningful. We recognise that positive recognition reinforces good behaviour, builds confidence and supports students to self-regulate and take responsibility for their actions.

Our current whole school recognition system is based on flourish points in Class Charts which are awarded for a variety of positive behaviours, including displaying knowledge, confidence, good progress, willingness to learn, good engagement, being resilient, positive attitude, developing skills, being ambitious, displaying capability, involvement in extracurricular, high standard of homework, being environmentally friendly, helpful to staff, displaying kindness and developing reading skills.

In addition, teachers are expected to provide praise and positive verbal feedback in lessons. Our system ensures that students are able to benefit regardless of their age or ability. The Class Charts rewards store allows students to exchange their flourish points for rewards.

The following is a list of the other ways we celebrate and reward success:

- Attitude to learning 'Top of the Tree' (Appendix 1);
- Attitude to learning platinum, gold, silver, bronze awards;
- Displaying achievements in school, on the website, through communications and social media;
- Positive letters/ postcards home to parents/ carers;
- Certificates and badges;

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- Headteacher's commendations;
- End of term events and celebration assemblies;
- Positions of responsibility including Form Representatives, Wellbeing Ambassadors, School Council and Student Leadership roles.

We are committed to working together with all stakeholders and recognise the hard work of our staff to provide opportunities for all of our students.

11. Sanctions

All staff follow internal guidance when sanctioning student behaviour. Students have the right to expect fair and consistently applied sanctions if they fail to follow the school rules and expectations. Section 91 of the Education and Inspections Act 2006 introduces a statutory power for teachers and certain school staff (authorised by the Headteacher) to discipline pupils who break the school rules or who fail to follow reasonable instructions.

- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students;
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits;
- Teachers can also discipline students for misbehaviour outside of school;
- Teachers have a specific legal power to impose detentions outside of school hours;
- Teachers can confiscate students' property.

In determining whether a disciplinary sanction is 'reasonable' the following must be taken into account:

- Whether the sanction was proportionate in the circumstances;
- Any special circumstance which are known to the person imposing the sanction (such as Additional Learning Needs or Disabilities, any religious requirements, any safeguarding concern).

The Headteacher will take account of the following principles when determining or implementing sanctions:

- That the sanctions are not degrading or humiliating;
- The sanctions have been applied fairly, for example, it is not appropriate to issue whole class detentions for the misbehaviour of a few.

The Governing Body of the school have agreed that the following sanctions can be used:

- Subject parking students to other classrooms;
- Withdrawal of privileges such as Student Leadership roles, participation in visits/ events;
- Completion of work/ extra work;
- Internal exclusion or out of circulation;
- Next day after school detentions;
- Fixed Term Exclusions;
- Permanent Exclusion.

11.1 Detentions

Next day after school detentions are used for any student who gets two or more negative behaviour points in a day. For these detentions students will be notified on Class Charts or through a telephone call/ email if the incident is more severe. See appendix 2 for further details. After school detentions are in operation from Monday – Thursday from 3pm until 4pm. The school recognises that it does not legally require parental permission to keep students after school, however, we strongly value our relationships with parents/ carers and recognise the courtesy of informing parents/ carers. Where students travel using transport (e.g. bus, train or taxi) parents/ carers are responsible for making alternative transport arrangements if students are required to stay after school.

Parents/ carers are responsible for ensuring their child attends the next day after school detention. If a student fails to attend their detention the sanction set will be escalated. The only exceptions to this will be if there is a family emergency or the child has a medical appointment. It is the responsibility of the parents/ carers to notify the school in advance using the school email address, admin@pencoedcs.bridgend.cymru if their child cannot attend a detention. Staff will not accept a verbal request from a student.

11.2 Internal Exclusion – The Behaviour Support Hub

The school operates an Internal External Exclusion room (The Behaviour Support Hub) for students who severely disrupt lessons or whose behaviour has seriously broken our rules of 'Ready, Respectful, Safe'. Where possible, parents/ carers will be informed in advance that their child is being placed in the BSH.

Students are supervised by staff to complete the work students are working on in class so that they do not lose their place in the sequence of learning. They are supervised in the room at break and lunch times. Any continuous poor behaviour in the BSH, refusal to attend, or defiance may result in External Fixed Term Exclusion.

11.3 Fixed Term Exclusions

The School will follow government guidance on exclusion. In very serious cases, it may be required to use this level of sanction. In accordance with Local Authority and National policies, exclusions will either be for a set period of time, or permanently, with the parent's right of representation to the Governing Body.

Any decision to exclude will be taken by the Headteacher. Before deciding to exclude a student the Headteacher will:

- Ensure that an appropriate investigation has been conducted;
- Ensure that the relevant evidence has been considered;
- Where possible ensure that the student has had the opportunity to be heard;
- Consult other relevant people or external agencies where necessary.

Having considered these matters, the Headteacher will make a decision based on the balance of probability, using the current guidance from the Welsh Government. Consultation will also take place with the Designated Safeguarding Lead if the child

is on the Child Protection Register and the Designated Teacher for Looked After Children if the child is in care.

Parents/ carers will be informed by telephone and this will be followed by a letter which outlines the reason for and length of the exclusion. The school will ensure learning is provided. During the exclusion parents/ carers must ensure that the child is not found in a public place during school hours. They must also not be in the vicinity of the school at any time during the exclusion.

Following an exclusion parents/ carers and students will be required to meet with members of staff to reintegrate into school life. This is known as a readmission meeting. During this meeting, staff will outline the school rules and place the student on monitoring for a minimum of two weeks to support students to make the right choices. Students will not be allowed to reintegrate back into lessons until this meeting has taken place.

11.4 Permanent Exclusions

A decision to permanently exclude a student will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been attempted but to no avail, or if an exceptional 'one-off' offence has been committed.

Parents have the right to make representation to the Governing Body about exclusions and the Governing Body must review the permanent exclusion decision. Where a Governing Body upholds a permanent exclusion, parents have the right to appeal the decision to an independent appeal panel.

12. Support Systems

12.1 Staff

Support is available for staff who feel that they require help with behaviour management this is initially through the Curriculum Leader, but more serious incidents will involve the Progress and Wellbeing Leader or SLT. An on call system exists to support where students are displaying high levels of disruptive behaviour. Prior to the use of the on call system staff will have implemented warnings and strategies to de-escalate the behaviour. These strategies include positive re-enforcement, 3 warning system, seat move, time out and subject parking. Regular professional development opportunities and training sessions are delivered to support all staff with behaviour management.

12.2 Students

Teachers and support staff regularly monitor behaviour data and use a range of strategies in the classroom to support individuals. Examples include:

- Teaching and Learning Strategies – Teachers, Curriculum Leads, Progress and Wellbeing Leaders and the Pastoral team will devise strategies in order to make reasonable adjustments for students should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition.
- The Progress and Wellbeing Leader or member of the Pastoral team will put in place a One Page Profile to share strategies to support the student.

- Planned 'Time Out' – Students who experience difficulty with impulsive behaviour can be offered a time out card where they leave a lesson for a short period of time and visit a designated space.

To support those at risk of fixed term exclusion or permanent exclusion. Students are identified and put on electronic monitoring and support plans. The support plan outlines the underlying issues and will support students with strategies to help them manage their own behaviour. Progress and Wellbeing Leaders will meet with parents/ carers to explain the targets and the expectations.

13. Mobile devices

At Pencoed Comprehensive School we follow a 'see it, hear it, take it' approach to mobile devices. Students are allowed to carry a mobile device for use to/ from school, however they must be in their bags during the school day, turned off. If a student needs to contact a parent/ carer during the school day due to personal reasons or medical needs they must do so using a school telephone with the Pastoral Team in the Wellbeing Hub.

This mobile device ban starts at the school gates and encompasses all parts of the school site. If a mobile device is brought into school, it must remain switched off and kept in a school bag. If a phone is used at any point during the school day, the phone will be confiscated, and the appropriate sanctions will follow. See appendix 3.

If a child is seen using a mobile device it will be confiscated and recorded on our mobile device log. This includes mobile phones and ear pods/ear buds. Students will then be able to collect the mobile phone from main reception on the first occasion during the school year. Any further occasions will require a parent/carer to collect the mobile device. We cannot take responsibility for any mobile device which is lost or damaged.

14. Behaviour outside of school

The school has high expectations of behaviour both on and off-site. Students are expected to uphold and maintain these standards. The school reserves the right to remove students from any trip or off site provision if they deem the student's behaviour leading up to the trip to be unsafe, or have concerns about them meeting our behavioural expectations whilst off school site. The school must feel able to appropriately safeguard all students who attend a school trip or off site provision. Trip leaders will work with the pastoral and senior leadership team to ensure students who pose a concern to their, and other's safety, are not permitted to attend. Pencoed Comprehensive School will also use trips and off site provisions as rewards to encourage students to meet our behavioural expectations, earning a place on the trip.

All students are expected to meet the '[Learner Travel \(Wales\) Measure 2008 – All Wales Travel Behaviour Code](#)'. Pencoed Comprehensive School will follow our behaviour systems for any student not meeting the high behavioural expectations of

the school and breaching the behaviour code. Students represent the school on their journey to and from the school and when wearing our school uniform. We expect all students to be ready, respectful and safe during their journeys, continuing our status as a community focused school.

15.CCTV

For the safety of staff and students, Pencoed Comprehensive School has CCTV operational in key areas of the site. CCTV footage can be used to identify truancy, incidents of poor behaviour, damage to school property, unsafe behaviour and any other issues of concern on school site.

16.Screening and searching

Pencoed Comprehensive School searches students in line with the [Safe and effective intervention – use of reasonable force and searching for weapons.](#)

16.1 Informed consent

School staff may search a student for any item with their consent. The ability to give consent may be influenced by the student's age or other factors. If a member of staff suspects that a student has a banned item in his/ her possession, they can instruct the student to turn out his or her pockets or bag. If a student refuses, parents/ carers will be contacted. The school is not required by law to inform parents before a search or seek parental consent.

16.2 Searches without consent

In relation to prohibited items, as defined below, the Headteacher and staff authorised by the Headteacher, may search a student or a student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession.

16.3 Prohibited items

Knives or weapons, alcohol, illegal drugs, drug paraphernalia, tobacco/ cigarettes/ cigarette paper, matches/ lighters, e-cigarettes or any form of vapes, fireworks, pornographic images, stolen items, energy drinks or any other item defined to put students or others at risk. See appendix 4 for an example of the procedure for dealing with suspicion of prohibited items.

16.4 Searches generally

If staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff to carry out one or more of the following:

- A search of outer clothing;
- A search of school property e.g. students' lockers;
- A search of personal items e.g. bag or pencil case.

Searches will be conducted in a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the

student (where possible) and another member of staff.

Where staff find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain or dispose of that item. Where there is a repeated allegation of concerns raised about a student's possessions of a prohibited item depending on the severity, the Police may be called and their assistance required.

Where staff have found a student to possess prohibited items, they will undertake random follow-up searches of that student's property. Depending on the item found in the student's possession a risk assessment may be put in place that requires the parents/carers to carry out a search each morning in addition to the school searching the student each morning.

17. Confiscation of property

Pencoed Comprehensive School will confiscate student property if it is felt that the property is harmful, contravenes a school policy, is detrimental to school discipline or is inappropriate for school. Property will be returned to the student at a later date, returned to parents/ carers or disposed of following discussion with either the parent/ carer or student. If the property is illegal in any way, then the Police will be involved.

18. Restraint and use of reasonable force

Section 3 of the Safe and effective intervention – use of reasonable force and searching for weapons (Welsh Government Guidance) allows teachers and other authorised persons to use physical contact or restraint in certain circumstances:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing serious, deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson;
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

Incidents of reasonable force will always be a last resort and staff will try and diffuse the situation without physical intervention. The term 'reasonable force' covers a broad range of actions used by a member of staff that involve a degree of physical contact with students. This can range from guiding a student to safety by the arm through to extreme circumstances such as breaking up a fight or restraining a student to prevent violence or injury.

Schools do not require parental consent to use force on a student. If physical intervention/restraint is used in any manner it will be clearly recorded and documented and the Designated Safeguarding Lead informed.

19. Suspected Criminal Behaviour

Before investigating a behaviour incident, the school will consider whether a criminal offence may have been committed and should be reported to the Police. School staff will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard students (including any victims or alleged perpetrators). Where a report is made to the Police, the school will not act in a way which could prejudice a criminal investigation, or 'tip off' anyone involved. The school will keep in mind that any records created (including witness statements) may be requested by the Police, Crown Prosecution or Defence Solicitors for use during criminal proceedings. Depending on the individual circumstances of the case, and usually having liaised with the Police, the school may decide to continue its investigation and impose sanctions. The school will follow its Safeguarding Policy and procedures at all times and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services.

20. Child-on-child abuse

Pencoed Comprehensive School is committed to the principle of inclusion, and we want everyone to feel respected and safe in our school. The school has a culture where harmful sexual behaviours such as sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable and will not be tolerated. Unacceptable, harmful sexual behaviours include:

- Sexual comments (including name-calling) – Those which discriminate based on sex;
- Sexism – Behaviour or attitudes that create stereotypes of social roles based on sex;
- Sexual harassment – Means unwanted conduct of a sexual nature e.g. sexual comments, sexual jokes or taunting, comments about sexual identity and sexuality, physical behaviour like interfering with clothes, or online harassment such as sexting and the sending of unwanted sexual images;
- Sexual violence – Means rape, assault by penetration, or sexual assault (intentional sexual touching).

Incidents of child-on-child abuse are likely to be referred to Designated Safeguarding Lead (DSL) or Designated Safeguarding Persons (DSPs) to investigate and follow up with all parties involved, including the parents/ carers of both the perpetrator/s and the victims. Each incident will include a risk assessment which will inform whether the school needs to manage the incident internally, refer to early help, refer to Children's Social Care Services or report to the Police.

In every case, the school's response will be proportionate, considered and supportive, and decided on a case-by-case basis. Whilst Pencoed Comprehensive School will not tolerate the behaviour, we will support and listen to all of the students involved and offer both to the victim/s and the alleged perpetrator/s so that they can change their behaviour.

The School will apply sanctions which are proportionate for different 'levels' of sexual harassment and sexist comments. The context and intent in each case will impact how the School manages each incident and staff will consider the age and developmental stage of the alleged perpetrator/s, the nature and frequency of the alleged incident/s and how to balance the sanction alongside education and safeguarding support.

If a student makes an allegation of sexual harassment against another child, and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the student in accordance with this policy.

21. Managing allegations from students against staff

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Education Engagement Team, EET where relevant) will consider whether the student who made the allegation is in need of help, or the allegation is a 'cry for help'. If so, a referral to Early Help may be appropriate.

Please refer to our Safeguarding Policy for more information on responding to allegations or abuse against staff.

22. Equal Opportunities

In making and implementing this policy, account must be taken of the School's Equal Opportunity Policies.

23. Supporting sanctions for students with ALN

When considering a behavioural sanction for a student with ALN, the school will consider whether any reasonable adjustments need to be made to support the student with the completion of the sanction.

APPENDIX 1

How to achieve 'top of the tree'.



Excellent ATL in **every subject** you study.

Excellent ATL in **80%** of your subjects – **NO IMP or CON**

Excellent ATL in **60%** of your subjects – **NO IMP or CON**

Excellent ATL in **50%** of your subjects – **NO IMP or CON**

**YOU ARE
 ENTIRELY
 UP TO YOU**



Top of the Tree Rewards focused on Attitude to Learning (ATL)

Excellent	<ul style="list-style-type: none"> Always works to the very best of their ability, completing classwork and homework on time and above expectations Always takes an active part in learning experiences, demonstrating high levels of engagement and resilience Always prepared and ready for learning Works independently and seeks to improve work acting on verbal and written feedback Is always well equipped and prepared for lessons
Good	<ul style="list-style-type: none"> Nearly always works to the best of their ability, completing classwork and homework on time and in line with expectations Generally takes an active part in learning experiences, engaging well and showing resilience Works independently and acts on feedback to improve work Is usually well equipped and prepared for lessons
Improvement required	<ul style="list-style-type: none"> Completes some but not all classwork and homework on time and rarely to the expected standard Needs encouragement to engage and work independently Is easily distracted and demonstrates low levels of disruption and / or behaviour issues Does not usually have equipment or kit or follow instructions on the first time of asking of acting on verbal and written feedback
Concern	<ul style="list-style-type: none"> Rarely completes classwork and homework on time or in line with expectations Requires prompting to engage with learning experiences and gives up easily when faced with challenges No evidence of acting on verbal and written feedback Distracts the learning of others and requires removed from class Rarely brings the required equipment or kit

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Pencoed 'Top of the Tree' Elite

Achieving **3** Platinum 'Top of the Tree' Awards allows you to join the Pencoed Top of the Tree Elite.

CONGRATULATIONS!



Top of the Tree
PLATINUM

Awarded to: _____ Date: _____
Signed: _____

CONGRATULATIONS!



Top of the Tree
PLATINUM

Awarded to: _____ Date: _____
Signed: _____

CONGRATULATIONS!



Top of the Tree
PLATINUM

Awarded to: _____ Date: _____
Signed: _____



**Elite Celebration Assembly
Flourish Points
Elite Badge
Summer Reward Day**

CONGRATULATIONS!



Top of the Tree
ELITE

Awarded to: _____ Date: _____
Signed: _____

POSITIVE BEHAVIOUR POLICY

APPENDIX 2

Whole School Lunch and After School Procedure *

The purpose of this intervention is to reduce the amount of persistent disruptive behaviour. Students who are causing multiple B1 issues across the school will be included in this whole school intervention/sanction.

Lunchtime Detention	After School Detention	BSH	Potential Exclusion
<p>More than 1 B1 in a day (Truancy is a separate procedure).</p> <p>Learners are placed into the whole school lunch time detention if they have more than 1 B1 in a day.</p> <p>Exceptions to this are serious incidents where students are placed in the BSH immediately.</p> <p>Students to attend from 1.15-1.35pm. If a student turns up later than 1.20pm they are to re-do the detention on the next day.</p>	<p>If students do not attend the lunch time detention they are automatically placed into after school.</p> <p>After a student has had 2 whole school lunch time detentions in a half term they will then be placed into after school detention each time they get more than 1 B1 in a day.</p>	<p>Serious Classroom Incident:</p> <p>If the incident is more significant and or the learner refuses to move to another area within the department/be subject parked.</p> <p>Duty staff to remove the learner to the BSH.</p> <p>Explain the reasoning for removal (Refusal to be subject parked/serious incident) a BSH log will be completed on Class Charts.</p> <p>Move to next step if this doesn't work.</p>	<p>Refusal to attend the Behaviour Support Hub or follow the rules of the BSH will lead to exclusion. Give the student thinking time and use the scripts below. If the student continues to make the wrong decision a member of SLT to be informed of refusal to follow school procedure.</p>

*The Headteacher may implement changes to this procedure during the school year to further ensure learners are given the opportunity to learn, grow, thrive and flourish.

APPENDIX 3

Mobile Devices Procedure*

See it, Hear it, Take it

The purpose of this procedure is to safeguard all learners from the anxieties that mobile devices can cause including unhealthy reliance, cyber bullying and misuse of the internet and social media. It will ensure learners can flourish without distractions from learning experiences and developing key social skills.

Stage	Action
First Incident	The device will be confiscated and locked away in main reception. The device can be collected from main reception at 2.55pm by the learner .
Second Incident	The device will be confiscated and locked away in main reception. The phone can be collected at main reception by the parent/carer at any time before 4pm on the day of confiscation. If the device is not collected by 4pm on the day of confiscation it will be locked in the school safe until it is collected by a parent/carer.
Third Incident	The device will be confiscated and locked away in main reception. The phone can be collected at main reception by the parent/carer at any time before 4pm on the day of confiscation. If the device is not collected by 4pm on the day of confiscation it will be locked in the school safe until it is collected by a parent/carer. Parents/carers will be invited to discuss/meet with the Progress and Wellbeing Leader to discuss the next steps.

If a learner refuses to hand over a phone to any member of staff they will be internally isolated and their parents/carers will be contacted to attend the school immediately to meet with their child.

This procedure applies to the use of mobile devices including phones and headphones/buds/airpods. These must not be used at any point in the school day and should be left at home or remain in learners bags.

APPENDIX 4

Vaping/Smoking School Procedure*

The purpose of this procedure is to ensure there is a consistent approach to dealing with suspected vaping/smoking in school which safeguards staff and students.

Location – Toilet Cubicles

Stage	Action
Toilet checks	Make yourself known in the communal area using phrases like 'Everyone should be in lessons please finish using the facilities and exit the cubicles'.
Safeguarding checks	If there are concerns as a cubicle has not been exited in an appropriate time frame knock on the door and ask if everything is ok.
Establish any suspicions	Suspicion is raised if there is evidence of: - multiple students in a cubicle - vapour/haze in the air in a cubicle - smell of smoke/vape in the cubicle
Establish who may be involved	Identify those leaving a cubicle and ask them to stand to one side.
Explain the suspicion giving an opportunity for the student to explain the situation	Ask the student to explain the following: <ul style="list-style-type: none">- Why are there more than one student in the cubicle (If this has occurred)- Why is there vapour/haze in the cubicle- Why is there a smell of smoke/vape in the cubicle
Opportunity to explain	Ask the student if they have anything on them that they shouldn't

POSITIVE BEHAVIOUR POLICY

Search procedure	<p>The student/s are to be taken to an area where there is more than one member of staff to carry out a search of their belongings (More than one member of staff must be present).</p> <p>Example of areas include: The wellbeing hub (an office) The intervention room (43a) SLT/PWL office</p> <p>If students refuse to have their property searched they are to be isolated immediately and parents contacted. This will be taken by staff as the student having something on them that they shouldn't.</p>
Search	<p>Staff are not to put their hands on the student.</p> <p>They ask the student to show them what is in their pockets.</p> <p>They ask the student to show them if they have anything in their socks/shoes.</p> <p>They ask the student to remove any coats/jackets and these are searched.</p> <p>They ask the student to empty the contents of any bags and these are searched.</p>
Sanctions	<p>First occurrence – BSH 2nd break/BSH 4th and lunch Second occurrence - After School detention Third occurrence – Exclusion (If found with vaping paraphernalia they receive a sanction at this stage)</p> <p>Any refusal to follow the procedure results in a full day BSH. Continued defiance of school rules will result in exclusion.</p>

*The Headteacher may implement changes to this procedure during the school year to further ensure learners are given the opportunity to learn, grow, thrive and flourish.