

Eastern High
Resilience, Respect and Belonging



Culture for Belonging & Learning (CfBL)
&
Positive Relationships
Policy

Incorporating the following policies:

Exclusions

Anti Bullying

September, 2025

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SECTION 1: The Eastern Way

Principles and values underlying this policy

The Eastern High Culture for Belonging and Learning, and Positive Relationships Policy has been written with the school's purpose and values central to its development:

“Flourish in Life through Learning”

- Eastern High is here to provide highly effective teaching underpinned by positive relationships so that the whole community is able to Flourish in Life through Learning.
- We show **resilience, respect and belonging** so that all of our community can succeed and belong.
- As a campus we support all our community members to access education and learning.
- We succeed by delivering high quality teaching to meet the needs of all learners, supported by inclusive pastoral care, strong staff development and professionalism.

Our purpose is underpinned by our school values of :

Resilience, Respect and Belonging

Trauma Informed Approaches

Eastern High is a Trauma Informed School in which all teachers, school administrators, staff, students, families, and community members recognise and respond to the behavioural, emotional, relational, and academic impact of traumatic stress on those within the school system.

Effective trauma informed schools will work with children and teenagers in ways that develops high human functioning (reflective capacities in the frontal lobes) and will enhance their:

- Ability to learn,
- Ability to concentrate
- Ability to ensure good impulse control
- Ability to emotionally regulate
- Ability to show empathy
- Ability to reflect
- Ability to display emotional and social intelligence

The use of Trauma Informed language is essential when communicating with young people in order to make and maintain positive relationships.

PACE and **WINE** are useful reminders of the language in which we should use:

Playfulness – the face is about to crack, I can see a smile
Acceptance – I see you're really angry at the moment
Curiosity – I notice you seem a bit upset and I wonder if something has happened / Help me understand
Empathy – it must be so difficult for you right now

Wonder – I wonder if you I wonder if we could/you could.....

Imagine – I imagine you might be feeling

Notice – I notice.....I'm feeling.....

Empathise – I understand / I am sorry that...

An Emotionally Available Adult

It is important that interactions with young people at Eastern High consist of compassion, kindness, empathy and unconditional positive regard. These interactions should provide enriched relational, regulatory and reflective opportunities and should allow students to feel valued as individuals throughout their day. Staff at Eastern High should model the values of [resilience, respect and belonging](#) when interacting with students..

Restorative Approaches

At Eastern High we work within the principles of the 5Ms.

Making and **Maintaining** positive relationships

Managing relationships if they start to go wrong

Mending or **Moving** relationships on when they break down

We use restorative approaches to encourage positive relationships between students and students and staff. Restorative approaches are essential in managing relationships when they start to go wrong and to rebuild and repair those relationships when they break down.

Restorative questions should be used when facilitating restorative meetings and rebuild sessions: These questions can also support you when discussing any issue with a student:-

- What's happened?
- What are you thinking?
- What are you feeling?
- Who has been affected and how?
- What is needed to move forward/to find a solution?

SECTION 2: Culture for Belonging and Learning (CfBL)

Aims of this policy

- To ensure that positive relationships based on trust and a shared understanding of social, emotional and learning development are at the core of our CfBL policy.
- To enable a safe learning environment for all in our community where everyone feels valued and respected.
- To embed our values of **Resilience, Respect and Belonging** in our daily interactions.
- To provide consistency and clarity for supporting pupils in their behaviour development.
- To embed Trauma Informed and Restorative practices into our daily routines.
- To develop a consistent language with pupils of praise/ instruction/ taking responsibility.

CfBL: The Eastern Way

- To attune to our pupils and their needs to ensure that all are ready to learn, respectful to others and safe in our community.
- To see all 'behaviour as communication' and an opportunity to learn.
- To promote belonging for all, based on a shared understanding of the importance of positive relationships, consistent expectations and interdependent skills for learning.
- To foster positive classroom management through teaching expected learning behaviours to empower pupils.
- To actively promote pride in our school by being positive and aspirational in highly visible ways, as well as respecting our school environment.
- To intervene early to prevent escalation of negative behaviours.
- To communicate with parents/carers to support the social, emotional and academic development of pupils.
- To ensure staff have a shared understanding of policies on behaviour and bullying, as well as an 'open door' policy for all staff to share suggestions or raise concerns.
- To understand that all staff play a vital role in consistently implementing our school's Culture for Belonging and Learning.

'Visible consistency with visible kindness' (P. Dix)

We know that positive behaviour skills empower pupils throughout their lives.

What do we mean by 'behaviour'?

All actions performed by members of our community, including conduct in classrooms, public spaces, meetings, how we work, communicate, relax and interact with each other. This includes how we greet each other, arrive at school, go from one activity to another, how social media is used and how we leave school.

Positive behaviour is behaviour which allows ourselves and others to flourish both as members of a shared community and as individuals. It leads to independence and maturity. It creates space for positive experiences to thrive.

Any behaviour which hinders a pupil's own or other pupils' academic or social success, or negatively impacts the self-esteem of themselves, other students or staff is behaviour that requires an intervention.


We are working together to evolve our culture further by embodying our school values of **resilience, respect and belonging**.

Ready, Respectful, Safe - Pupil Code

We are continuing to develop our nurturing, supportive and effective learning environment by focusing on three keywords in our interactions with pupils at Eastern High:

- Ready
- Respectful
- Safe

In all interactions regarding expectations, all staff should refer to these three keywords.

 CfBL – How we demonstrate resilience, respect and belonging:		This leads to:
Ready: Ready to learn	Ready to learn in lessons Taking pride in learning Showing resilience when completing tough tasks Improving work based on feedback Speaking Welsh Going above and beyond to improve knowledge and skills Contributing to the school community	Ready, Respectful and Safe Green Points Eastern High Star* Green Points for being consistently Ready, Respectful and Safe Postcards Home Recognition and Rewards House Pupil of the Week Rewards Awards Assemblies Awards Evenings Excellent results and progress
Respectful: Respectful to all in our community	Being respectful in our choice of words/actions Listening to others Being kind and patient Working well with others/ independently Representing the school in the community Encouraging a sense of belonging for all	
Safe: Keeping ourselves and others safe:	Looking after the school community Making safe choices digitally and online Informing staff of concerns about my own wellbeing/ others'	
Key routines to demonstrate resilience, respect and belonging:		If you find this challenging:
Ready	Arriving to school on time Arriving to lessons on time (within first 4 mins) Completing the work set by the teacher Arriving prepared for the lesson, including PE kit	One reminder/ verbal warning from your teacher/ staff member Teacher Reflect and Rebuild Behaviour recorded on CC Reflect and Rebuild afterschool with your LF tutors/ Pastoral Team/ Senior Leadership Team Your teacher will call home Internal Exclusion
Respectful	Wearing the correct uniform/removing coat in classroom Mobile phone/ earphones are not visible/audible in lessons No calling out Showing resilience, respect and understanding towards others and in my work	
Behaviours which prevent learning and are not acceptable at Eastern High:		Consequences are:
Not Ready	Arriving to school late Not attending Learning Family Arriving late to lessons	10 mins LFR&R – same day Afterschool Reflect and Rebuild – 30 min/1 hr
	Behaviour preventing learning Multiple Behaviour logs for not meeting key routines Arriving late to school on multiple occasions in a week	Afterschool Reflect and Rebuild session, 30 mins, starting in LF and finishing in the Main Hall Senior Leadership Reflect and Rebuild session for 1 hour LFReport Attendance/Late to Lesson Report An alternative to external exclusion
Not Respectful	Refusing to follow instructions Refusing to stop for a member of staff. Verbal abuse towards others. Not attending LFR&R/AR&R/SLTR&R	Your teacher/ House Team will call home Parental meeting Internal Exclusion
Not Safe	Out of lesson without permission/ truanting Causing harm to own wellbeing or others Not being safe in our environment e.g. cubicle sharing/ damaging communal areas/ causing damage to property etc. Being unsafe digitally/ online	

The Eastern Way: Pupil Routines

Entering school:

Ready	Respectful	Safe
<ul style="list-style-type: none">● Arrive before 8:35● Wear full uniform● If arriving late, sign in● If we want to talk to an adult, House Teams will be at the front of school or we can ask our LFTs	<ul style="list-style-type: none">● Greet staff at entrance● Expect to be requested to show tie/blazer	<ul style="list-style-type: none">● Cigarettes, vapes, alcohol, illegal substances or items are strictly forbidden● Dangerous items e.g. matches, lighters and knives (including imitation weapons) must never be brought into school

		<ul style="list-style-type: none"> • Lateness is a safeguarding concern
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Movement around the school building:

Ready	Respectful	Safe
<ul style="list-style-type: none"> • Arrive on time to lessons • Have the correct equipment 	<ul style="list-style-type: none"> • Calm, respectful, polite response to others 	<ul style="list-style-type: none"> • Walk on the left (including stairs) • Do not run • Do not leave the school site • Be where we are expected to be

Assembly:

Ready	Respectful	Safe
<ul style="list-style-type: none"> • Arrive on time • Take off coat 	<ul style="list-style-type: none"> • Be quiet • Wait patiently • Listen respectfully • Participate 	<ul style="list-style-type: none"> • Leave quietly when instructed • Follow instructions from staff on how to leave safely and efficiently

Staff:

Both LFT must accompany their Learning Family to the Hall and stay for assembly. In year group assemblies the teaching member of staff accompanies the pupils called to the Hall.

Break and Lunch Routines in the Canteen

Ready	Respectful	Safe
<ul style="list-style-type: none"> • Queue in designated areas only • Know if we want a hot meal or Grab & Go • Eat in allocated areas only • Clear up after ourselves • Return plates to designated areas and place waste in the bins provided 	<ul style="list-style-type: none"> • Queue after the bell only • Form an orderly line, no pushing in • Treat canteen staff and teachers on duty respectfully 	<ul style="list-style-type: none"> • Do not run in canteen areas • If we take our Grab and Go outside we throw our waste in the bins provided • We inform staff of any spills we cannot clean up ourselves

Y11 Break and Lunch

Ready	Respectful	Safe
<ul style="list-style-type: none"> ● Y11 only in College shop/ Reception area ● Enter the shop in pairs when instructed ● Clear up after ourselves 	<ul style="list-style-type: none"> ● Treat shop staff, reception staff and teachers on duty respectfully ● Be aware that guests may be in the reception area 	<ul style="list-style-type: none"> ● Do not run ● Report any spills that we cannot tidy up ourselves

Expectations for outside during break/ lunch

Ready	Respectful	Safe
<ul style="list-style-type: none"> ● Stay in designated areas - not near PE doors, the hill/grass near Trowbridge Primary or the grass/ areas behind the MUGAS ● Eat on the tables provided - not on the 3G/Mugas. ● Wear football boots on the 3G pitch if it is open ● Walk back into school when duty staff blow their whistles 	<ul style="list-style-type: none"> ● Keep all areas free of litter - particularly the 3G and MUGAS ● Only access the 3G areas if we have football boots - there are no spectators allowed. 	<ul style="list-style-type: none"> ● Do not 'mucky' fight ● Report any concerns we have over our safety or that of others to staff on duty. ● During break/ lunch re-enter the building through the Main Canteen doors ● Walk into the school building

How we request support from House Teams

Ready	Respectful	Safe
<ul style="list-style-type: none"> ● Talk with LFT first ● Request LFT to email HM/ HSO 	<ul style="list-style-type: none"> ● Be aware that the House Team may not be able to meet you immediately/ on the same day 	<ul style="list-style-type: none"> ● Do not leave a lesson to go and speak with a member of your House Team, they will come to you ● If the House Team have not spoken with you during the day - inform your LFT

Staff:

LFT will use the email system to notify House Teams of pupils' concerns. They will let them know:

- The name of the pupil
- Form
- Nature of concern

- Actions taken by the LFT in relation to the concern e.g. in the first instance LFT should attempt to ease any concerns raised by pupils. If the LFT feels that the House needs to be informed, even when an issue has been dealt with, they should always email the House Team to let them know.

Leaving school

Ready	Respectful	Safe
<ul style="list-style-type: none"> ● Check with LFTs if we have R&Rs to complete ● Take everything we need with us (including our coats - in case the next day's weather is rainy/cold) ● Leave school by the Main Entrance 	<ul style="list-style-type: none"> ● Wait in LF rooms until the 3pm bell ● Wait patiently for the shed to be unlocked by the Estates team 	<ul style="list-style-type: none"> ● Walk out of the school ● Take care and be aware of cars, cyclists and roads on our way home - avoid being distracted by talking, our phones or by listening to a really good tune!

Staff:

1 LFT must accompany any pupils from their LF who need to complete R&Rs to the Main Hall (or location stated). During LF/ immediately after school is the time that LFTs should be contacting home for any wellbeing calls and/or completing their calls home for any serious behaviour logs issued throughout the day.

Suggested Basic Outline of Routine for in-lesson behaviour (to be added to/adapted according to individual subject areas as needed)

Ready	Respectful	Safe
<ul style="list-style-type: none"> ● Arrive on time ● Remove coat ● Sit in our seating plan ● Have the correct equipment ● Listen and participate in the lesson. ● Complete the tasks set. ● Ask questions ● Let the teacher know if we need help/ support ● Tidy up after ourselves and return borrowed equipment 	<ul style="list-style-type: none"> ● Respect Article 28 of the UNCRC, in law, that all “Children have a right to an education...” and do not disrupt/ prevent the learning of others ● Treat each other with respect and understanding ● Do not ask to leave the lesson 	<ul style="list-style-type: none"> ● Remain the lesson at all times ● Stay seated, unless instructed to move by the teacher. ● Behave in a way where our safety and that of others is not compromised.

Applying our CfBL to the behaviour of ALN pupils: all pupils in the school are subject to expectations for behaviour when on the school property. We aim to equip all pupils with the skills, habits and qualities necessary to flourish in life. When applying our CfBL policy to pupils with ALN, we need to take into account their needs with due diligence and compassion, while ensuring that we are supporting their personal, social and academic development.

Attendance to Lessons Interventions

Based on a shared understanding that all pupils should be at all lessons and where there are discrepancies this needs to be investigated and solved in a timely and supportive manner through positive relationships, Trauma Informed & Restorative approaches that are at the core of this policy:

- Whole school expectation for all pupils to be in all timetabled lessons
- Pupils are not permitted to lap the building.
- Where truancy occurs, it is a form of communication and staff need to be curious as to why the truancy has happened and investigate.
- Class teachers must log pupils on Class Charts, phone home and talk to the pupil to explore the behaviour and develop strategies to change the behaviour.

Learning Family Attendance to Lessons Report

- Pupils who truant from lessons and do not meet the Reset Room criteria, will be placed on Amber LF Report for 10 days by their Progress Leader.
- Where pupils pass the Amber LF Report they will be removed from the process. If a pupil repeats the behaviour in the same half-term they will be upscaled directly to Red LF Report by their HAL. [Pupils will receive a consequence for not passing the Amber Report and HALs will meet with parents.](#)
- If a pupil fails the Amber LF Report (aiming for 100% attendance) they will be upscaled to Red LF Report for 10 days by their HAL. Parents will meet with LFs/ House Teams.
- When pupils pass the Red LF Report they will be placed on Positive (Green) Report for 5 days by their HAL. This is to praise and encourage their development of positive behaviours.
- If a pupil fails the Red LF Report parents will be contacted and meetings held, sanctions and interventions will be upscaled.

[Every Minute Matters: whole-school strategy to reduce lateness to school and to lessons,](#)

[Pupils who are late, signposted by the 8:40am bell, to school will receive a consequence the next day. Pupils who are later than 8:55am will be given an immediate consequence. Pupils who are late to their pm LF, will receive a consequence the next day.](#)

[Recognition for those LFs and Houses who have the highest numbers of pupils being punctual to school and lessons will become part of our rewards system in school.](#)

Reset Room and Reintegration Room

- Reset Room: will provide supervised interventions for small groups of identified pupils who are disengaged from lessons.
- Reintegration Room: will provide a link between external provision and reintroduction into mainstream provision, support pupils who are anxious non-attenders, include pupils who are new to the school who may require a phased entry into mainstream.
- Following the Referral Process - made explicit in the proposal - HMs will refer pupils to the Reset/ Reintegration Room. All referrals will be reviewed by SLT.

Sharing the Eastern Way

In order to embed our CfBL approach across the school, all staff need to constantly promote our vision, values and ethos by:

Role-modelling - ensuring that all staff are actively setting the expectation for all pupils to follow the school's Ready, Respectful, Safe approach.

Using the Power of ‘Welcome’ - greeting every pupil at the door, every lesson and revisiting expectations so that pupils know what to expect, improve in confidence and focus on learning.

Assemblies - implicit reinforcement of expectations, explicit reinforcement of expectations, regular routines e.g. coats off before entering, music on entrance, calming music on leaving.

Wall Displays - Recognition Boards, stopping naming and ‘fame-ing’ poor behaviour on boards, instead writing initials of pupils going above and beyond.

Thank you - Constantly recognising pupils who are meeting expectations by thanking those who are being Ready, Respectful, Safe.

Timekeeping - lesson transitions, assemblies, break and lunch - to promote time as a precious commodity to pupils when possible.



Uniform - We have one, so it is crucial we all routinely (every day) insist on good uniform. Please see the compulsory and optional/allowed uniform below. *Any other variant of the clothing other than that listed e.g. combat trousers/ leggings/ black and grey trainers, are not school uniform and parents will be requested to bring uniform to school or sanctions will be applied.*

Stationery and

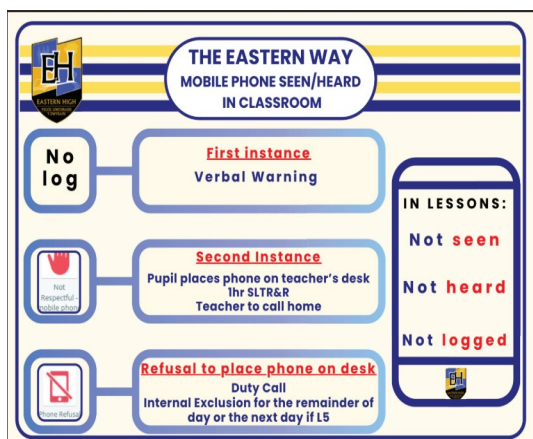
equipment - expected that pupils bring their own or pupils are in the habit of requesting it at the start of a lesson.



Mobile phones - Mobile phones are allowed in our school. They must not be visible/ audible during lessons, preferably they will be kept in lockers. Pupils will be allowed on them at break and lunch only.

If pupils are on their phones in class:

- Pupils will receive 1 verbal warning.
- On the second warning a 1 hour SLTR&R will be applied.



- The pupil must then place the phone on the teacher's desk. They will have the phone returned to them at the end of the lesson.
- Where a pupil refuses to hand their phone in, they will receive an immediate sanction - internal exclusion.
- If this happens during L5, they will complete this sanction on the next school day.

If pupils continue to have their phones out in lessons, refuse to hand their phones in or use their phones inappropriately out of lessons e.g. recording other pupils, staff and/or recording Tik Tok clips, parents will be informed and further sanctions will be applied. If this happens on multiple occasions, pupils will be expected to hand their phones in when they arrive in school and collect them as they leave or they may not be allowed to bring their phone into school.

As a school, we will review this policy regularly to ensure that it does not disrupt our school purpose.

(Evidence shows that when phone usage is completely restricted in lessons, test scores of students aged 16 improved by 6.4% and time lost in classes that allow access to phones was equivalent to approx 5 days of schooling per year. (http://cep.lse.ac.uk/_new/publications/abstract.asp?index=4639))

At Eastern High

- We accept that young people are still developing emotionally and physically and so will make errors of judgement and possibly behave irrationally. Therefore as educators we will support and educate our learners to ensure good habits are developed and trusting relationships are formed.
- We will give parity to developing the emotional aspects of a young person's development as we do their academic development.
- We acknowledge sanctions can serve as part of the development of self-control and appropriate behaviour, however in addition, we will always seek restorative solutions to incidents where relationships have broken down.
- We uphold the principles of equality of opportunity and so will always give due consideration to all vulnerable groups
- We believe in developing good habits in our students which will be sustainable through life.
- Successfully following these principles and values, requires a high degree of emotional intelligence from our staff and a dedication to educating the whole child. For this reason, we place high importance on developing these qualities/competencies through a continuing professional development programme for all of our staff.

Section 3 Staff expectations in relation to managing behaviour

- Managing student behaviour - The Eastern Way
- Teacher responsibilities with regards to managing behaviour
- The role of the Learning Family Tutor

Reporting / logging incidents on Class Charts

At Eastern High we use Class Charts to monitor and log student behaviour around the school and within the Culture for Belonging and Learning.

- All incidents / behaviour types can be found in the appropriate section on ClassCharts.
- Staff are expected to log incidents / behaviour types via ClassCharts

Teacher responsibilities with regards to managing behaviour

- Teachers are responsible for the management of behaviour of all students in their classes and will be given additional support for those on “Staged Approach” (See - The EH Staged Approach to Student Support and Intervention BELOW)
- Part of the behaviour management process may necessitate a duty call (in line with guidelines for duty calls), if all other stages are exhausted **AND LEARNING CANNOT CONTINUE FOR THE CLASS.**
- Any removal from class, must be supported by a member of staff on duty patrol (a student should never be asked to leave a room, unless there are exceptional circumstances where the student is asked to stand outside for no more than a few minutes).
- If there are continuing issues with a particular student each lesson, then the teacher should seek support from their line manager (in the case of a Head of Department - they should also seek support from their line manager) and personally let the House Support Office / Progress Leader know. **Any incident must be logged.**
- A teacher or head of department can seek help from a House Support Officer to act as the intermediary in a ‘rebuild’ session between teacher and student. Where a Behaviour Point worth -2 is awarded, this should be followed up with a rebuild.
- In the first instance, teachers are responsible for communicating with home regarding behaviour concerns within their lesson.

Teachers should...

- Accept that unsatisfactory behaviour may occur on a daily basis, but be prepared to challenge and deal with this in an emotionally literate way.
- Start afresh each lesson with the same expectations.
- Always focus on learning. Learning comes first. If learning is not being prevented, carry on with your lesson and deal with it later,

Dos ...

- call for duty support when you are certain learning can no longer take place due to continued student disruption.
- follow up serious red incidents or a duty call with a re-build session and communicate with home
- Log all incidents on Class Charts with an additional note (if appropriate)
- let your line manager or SLT know if you need support or training in any aspect of this.

Don't ...

- Argue with a student.. If the student is not stopping learning, make sure he/she knows, and the rest of the class knows that you will follow it up later. Then move on.
- grab or snatch something away from a student especially if it belongs to them. Follow the rule above. Or call for support if learning cannot continue.
- stand in the way of, or prevent an angry student from leaving your room or trying to get past you. If the child is going to harm others or themselves then at your own discretion you may prevent the child from moving past you. Report it immediately.

- manhandle a student in any way unless it is to prevent the student or another student from being harmed. **Only do this if you feel confident you can handle the situation appropriately and safely.**
- be afraid to accept/admit to a student that you may have made a mistake or error of judgement. We work in an environment, which can be stressful. Mistakes can happen.

The Role of the Learning Family Tutor

The Form Tutor role is central in monitoring student progress and wellbeing.

The Tutor will encourage success and aspiration, through modelling high standards of learning and student culture. Learning Family time should provide a space where students sense they belong and are kept safe. By ensuring students in our learning families feel supported and cared for, this in turn will enable our students to progress academically, as well as grow socially and emotionally.

The role of the learning family tutor is vital to the pastoral care of students and is crucial for the effective running of Eastern High.

The habits of highly effective tutors at Eastern High are:

- Be on your door at the start of the day - Meet, greet and make it personal
- Get to know your learning family
- Be the first point of contact for parents / carers and the House Teams
- Ensure that uniform is correct and liaise with home if it is not
- Ensure your learning family have their equipment for the day
- Communicate important notices about the school community
- Facilitate the daily learning family activities
- Complete after school reflect and rebuild sessions with your learning family
- Liaise with home regarding attendance and wellbeing

Section 4 Intervention and Support

The Eastern High Staged Approach to Student Support and Intervention

The strategies below are intended as a suggestion of the type of interventions that House Teams should implement to support a student. These should be considered with the House Team, student and their family and planned according to the needs of the student. Records, such as minutes of meetings, student mentoring sessions and initiatives should be logged on SIMS and shared on the student linked documents.

<u>Stage</u>	<u>When to Implement</u>		<u>Interventions</u>	<u>Who is responsible ?</u>	<u>Overseen by</u>	<u>Level of intervention</u>
Positive recognition	The majority of points on Class Charts are green	<ul style="list-style-type: none"> ● LF Tutor to communicate with home at least twice per half term to discuss 	No intervention needed	LF Tutor	HAL	Universal

	<p>Limited amber / red incident types on Classcharts</p> <p>Improved ATL score</p> <p>No attendance concerns</p>	<p>general wellbeing, attendance and praise of students.</p> <ul style="list-style-type: none"> • LF Tutor to use the House praise system to reward student • Attendance certificate to be awarded • Prize at half termly House Assembly • Certificate to be awarded • Green points awarded in LF and lesson • Green points to spend in E Shop 				
Stage A	<p>Initial subject teacher concern raised in departmental meeting</p> <p>Students has an increase in amber / red incidents logged via classcharts</p> <p>Failure to attend reflect and rebuild sessions</p> <p>Attendance to subject lessons</p>	<p>Subject teacher:</p> <ul style="list-style-type: none"> • Subject teachers to discuss concerns with student and action issues addressed • Action points to be monitored, logged and reviewed during departmental meetings (Is it HAL role to one a fortnight - give a check-in) • Subject teacher to communicate with home regarding concerns and discuss with students • HoD to share subject student monitoring cohort with the HAL • Student to be monitored by the subject teacher for (up to) four week cycle (Link to action points/ contact points) <p>HoD:</p> <ul style="list-style-type: none"> • Communicate progress of departmental initiatives to relevant HAL / AAHT • Arrange departmental/parental meeting if subject teacher interventions have had limited impact • Consider guidance/ support from ALNCo where necessary - Testing stage based on whole school WRAT scores <p>HAL:</p> <ul style="list-style-type: none"> • Monitor student data on appropriate systems for trends in logs across departments • Ensure that concerns are subject specific and not whole-school • If data points to multi-departmental concerns, ensure stage A initiatives are complete and refer to Stage B • Evidence triaged for specialist teacher support - difficulties within learning / handwriting / confirmation with letters / processing / text moving / etc 	<p>Communication with home</p> <p>Restorative meetings</p> <p>Further personalisation of lessons</p> <p>Change of seating plan</p> <p>Additional home learning</p> <p>Literacy / numeracy catch up</p> <p>Language links</p> <p>3-4 Catch up sessions</p> <p>Universal nurture strategies</p> <p>EWH strategies</p> <p>Whole school embedding of nurture principle</p>	Subject teachers / HoD	AAHT T&L	Universal

<p>Stage B</p> <p>LF monitoring</p> <p>6 Weeks in the first instance</p>	<p>Stage A interventions and support are having limited impact</p> <p>Departmental concerns – raised in House meeting</p> <p>Concerns exists across curriculum and strategies are being implemented by more than one subject teacher</p> <p>Limited impact from classroom teacher / HOD strategies and communication with parent / carers</p> <p>Persistent break-down in relationships with peers</p> <p>Whole-school learning concerns</p> <p>Emotional - wellbeing concerns</p> <p>Attendance to school concerns</p> <p>Attendance to lesson concerns</p>	<p>HAL:</p> <ul style="list-style-type: none"> In the first instance, send SFS form to completed by subject teacher - 48 hours to be completed Review and evaluate departmental interventions before requesting monitoring to begin by House Admin HAL to share students targets with appropriate staff / House / House Admin HAL to monitor House LF Tutors during this stage (initiatives to be logged on SIMS) To advise House of next steps at the end of monitoring period via the House Meeting <p>LF Tutor</p> <ul style="list-style-type: none"> Tutor meeting with pupil during LF to discuss barriers to learning, progress and identify learning needs/ possible set changes / necessary rebuilds Tutor to inform HAL of action points Tutor to communicate with home regarding the beginning of the monitoring period Report to be reviewed on a frequent basis, expectation of at least 2 reflections sessions with student during LF A weekly review with parents / Carer (via phone call) and pupil during LF Restorative support from House Team Learning support from HAL / HoD ALN support and guidance via ALNCo Final review after six weeks with LF Tutor and Student. Home to be contacted regarding overall progress and advise of student ending monitoring period or progression to Stage C. 	<p>Communication with home</p> <p>Restorative meetings</p> <p>ALN Guidance and support</p> <p>Additional home learning</p> <p>Literacy / numeracy catch up</p> <p>Language links</p> <p>3-4 Catch up sessions</p> <p>Universal nurture strategies</p> <p>EWH strategies</p> <p>Whole school embedding of nurture principle</p>	<p>LF Tutors</p>	<p>HAL</p>	<p>Early Intervention</p>
<p>Stage C</p> <p>HSO monitoring</p> <p>At least half a term in the first instance</p>	<p>Stage B interventions and support are having limited impact</p> <p>Continued repeated and multiple number of CFL incidents logged.</p> <p>Continued wellbeing concerns</p>	<p>HAL:</p> <p>To review interventions and support at LF stage B and action HSO monitoring period</p> <p>House TAC meeting before monitoring to commence</p> <p>HSO</p> <ul style="list-style-type: none"> HSO meeting with home and student to discuss next steps, targets and expectations. HSO monitoring targets to be logged accordingly . Weekly communication with home to review student progress on report Communication with home regarding day-to-day CFL concerns 	<p>House mentoring programme</p> <p>Emotional Resilience programme</p> <p>Talk about for Teenagers programme</p> <p>Hafan Referral</p> <p>Writer's Cwtch Referral</p> <p>Youth Mentor Referral</p> <p>PSCO Referral</p>	<p>HM</p>	<p>HAL</p>	<p>Targeted</p>

	Continued attendance concerns	<ul style="list-style-type: none"> • HSO to complete weekly mentoring session with student at agreed time - overview of weekly sessions to be logged and shared with the House • All interventions to be logged on SIMS and evidence placed in Linked Documents • HSO to track student and monitor targets. • Risk assessment to be completed if appropriate • Motional assessment to address EWB concerns. Safeguarding concerns to be logged via My Concern and safeguarding team if appropriate • MARF referral to be completed by the safeguarding team if appropriate • Bespoke time table to consider with appropriate interventions only for EWB at this stage • Vulnerable / nurture group placement to be considered if appropriate • Consider referral to outside agencies for specialist support • ALN support to be considered if appropriate /ALNCo to advise on next steps if students meets new ALN criteria - HSO to collate evidence to support referral to specialist teams. 	<p>Restorative meeting</p> <p>Curriculum changes</p> <p>Counselling referral</p> <p>EPLC Referral</p> <p>Nurture referral</p>			
<p>HM</p> <p>Stage D</p> <p>Support Centre</p> <p>EPLC</p> <p>Temporary Aspire / Alternative to exclusion</p>	<p><u>As above and in addition:</u></p> <p>Limited impact of HSO / bespoke intervention required</p> <p>Limited impact of temporary PSP</p> <p>Note: A pupil can be accelerated straight to this stage if a single event is warrants this level of intervention</p>	<p>HM</p> <ul style="list-style-type: none"> • Consideration of ALN referral to request guidance and support from the LEA • HM meeting with home and student to discuss next steps, targets and expectations. • Allocated time to allow for interventions, improvement strategies and mentoring program to embed • Consideration of transition to in-school Stage D provision - referral process to commence • Consideration of bespoke timetable • Consideration of temporary staged E provision (liaise with AAT) • Consideration of alternate pathway - permanent stage E provision (liaise with DHT) • HM to facilitate PCP meeting and formulate EHW IDP • HM to work with specialist teachers - LEA • ALNCo to quality assure and provide further guidance if required • Yearly review process of IDP unless significant concerns regarding student <ul style="list-style-type: none"> • Meeting with parents, House Manager and manager of Stage D provision 	<p>ALN Referral</p> <p>LEA Support and guidance</p> <p>Support centre referral</p> <p>EPLC Referral</p> <p>Nurture referral</p> <p>Bespoke TT</p> <p>Temporary alternative to exclusion referral</p> <p>Discussion around Specialist provision</p>	<p>HM</p> <p>Manager of Stage D provision</p>	<p>AAHT</p>	<p>Targeted</p>

		<ul style="list-style-type: none"> TAC meeting to be facilitated by the House Manager and manager of Stage D provision Risk Assessment in place if necessary Bespoke timetable linked to Stage D provision in place Weekly communication with home and agencies working with the student Communication with home regarding day-to-day CFL concerns Complex IDP to be written and overseen by the ALNCo and reviewed annually unless further intervention is required and the IDP is no longer meeting the needs of the learner. <p>Stage D Students to be reviewed as part of the student Support Group meeting and action-planned accordingly</p>				
E	<p>Stage D interventions and support are having limited impact</p> <p>LEA Interventions are having limited impact</p> <p>Several Fixed Term Exclusions</p> <p>At risk of permanent exclusion</p>	<p>HM</p> <ul style="list-style-type: none"> Meeting with parents to discuss Stage E provision and timescales Multi disciplinary forum meeting (specialist team) PSP in place and reviewed accordingly Risk Assessment in place LEA interventions taking place Bespoke curriculum in place FAP referral for alternative placement Alternative pathway in place (FT / PT) - ACT / JA / Aspire /BYD / Carnegie /Managed Move / Military prep Complex IDP to be written and overseen by the ALNCo and reviewed annually unless further intervention is required and the IDP is no longer meeting the needs of the learner. 	<p>LEA Support and intervention</p> <p>Bespoke Time table in place</p> <p>Alternative pathway - ACT / JA / Positive Outlook</p> <p>PCSO referral for intervention</p> <p>Specialist provision requested</p>	HM	DHT	Targeted

Section 5: Exclusions Policy

This policy has been written in accordance with the Welsh Government Guidance - 2024 Exclusion from school and pupil referral units:

[2024 exclusion-from-schools-and-pupil-referral-units](#)

Rationale

Exclusion is the most serious sanction and the decision to exclude is not taken lightly by the school. Any form of exclusion in the school is a last resort. Unless the health and safety of others is compromised or the reputation and ethos of the school is at immediate risk, all avenues of support, alternatives to exclusion, praise and recognition will be explored.

The decision to exclude

A decision to exclude a learner should be taken only:

- in response to serious breaches of the school's behaviour policy and
- if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

Only the headteacher can exclude a learner. The deputy headteacher is permitted to exclude a learner in the headteacher's absence. The headteacher or deputy headteacher cannot routinely, or on an ad hoc basis, delegate the power to exclude to another teacher.

The decision to exclude a learner permanently is a serious one and is the most serious sanction. It will usually be the final step in the school's process for dealing with disciplinary offences within the Culture for Belonging and Learning, following a wide range of other strategies within the "Staged Approach for Student Support and Intervention". It is an acknowledgement by the school that it has exhausted all available strategies for supporting the learner and should typically be used as a last resort. There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate permanently to exclude a learner for a first or one-off offence.

These might include:

- serious actual or threatened violence against another learner or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- use or threatened use of an offensive weapon.

In most cases, it would be appropriate for the school designated safeguarding lead to inform the police if they believe such a criminal offence has taken place. There may be cases where this approach is appropriate for learners to be excluded for a fixed-term. The designated safeguarding team will take into consideration whether or not to inform other agencies, e.g. Youth Offending Team, social workers, multi-agency referral, etc. These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Drug-related exclusions

1.2.1 In making a decision on whether or not to exclude for a drug-related offence the headteacher should have regard to the school's published policy on substance misuse and should consult the appropriately trained members of the school staff. The decision, however, will also depend on the precise circumstances of the case and the evidence available. In some cases fixed-term exclusion may be more appropriate than permanent exclusion. In more serious cases, an assessment of the incident should be made against criteria set out in the school's policy. This should be a key factor in determining whether permanent exclusion is an appropriate course of action.

Types of exclusion:

- Fixed-term exclusion
- Permanent exclusion

Factors to consider before making a decision to exclude

Exclusion should not be imposed unless there is an immediate threat to the safety of others in the school community or the learner concerned. Before deciding whether to exclude a learner, either permanently or for a fixed-term, the headteacher should:

- ensure that an appropriate investigation has been carried out
- consider all the evidence available to support the allegations.
- take account of the school's Culture for Belonging and Learning Policy, and, where applicable, the Equality Act 2010
- allow the learner to give his or her version of events
- check whether the incident may have been provoked, e.g. by bullying or by racial or sexual harassment
- keep a written record of the incident and actions taken.
- if necessary consult others, but not anyone who may later have a role in reviewing the headteacher's decision, for example a member of the discipline committee.

If it is more probable than not that the learner did what they are alleged to have done, the headteacher/deputy headteacher in charge may exclude the learner. However, the more serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be.

When exclusion is not appropriate

Exclusion should not be used for:

- minor incidents such as failure to do homework
- poor academic performance
- lateness or truancy
- pregnancy
- breaches of school uniform rules or rules on appearance (including jewellery and hairstyle), except where these are persistent and in open defiance of such rules and where all other avenues for resolving the uniform dispute have been exhausted
- punishing learners for the behaviour of their parents/carers, e.g. where parents/carers refuse or are unable to attend a meeting
- protecting victims of bullying by sending them home.
- In addition, schools need to consider whether it is appropriate to exclude learners with additional learning needs (ALN) or learners with a disability and whether the exclusion would be regarded as discrimination.

Unlawful exclusions

If a headteacher is satisfied, on the balance of probabilities, that a learner has committed a disciplinary offence and needs to be removed from the school site, formal exclusion is the only legal method of removal.

Unlawful exclusions, more commonly referred to as informal or unofficial exclusions, are unlawful regardless of whether they are done with the agreement of parents or carers.

Unlawful, unofficial or informal exclusion refers to:

- sending learners home for disciplinary reasons, but not following the procedures required for formal exclusion

- learners being sent home for either short periods of time (for example, part of the school day), or for longer indefinite periods.

In every instance where a learner is sent home for disciplinary reasons, headteachers must formally record and specify the length of the exclusion.

They should ensure that:

- they are meeting their legal duty of care towards learners, and that parents/carers are formally notified of the exclusion
- child protection issues are taken into account
- that work is sent home or alternative provision is arranged.

Length of fixed-term exclusions

The regulations allow headteachers to exclude a learner for one or more fixed-terms not exceeding 45 school days in any one school year. The limit of 45 days applies to the learner and not to the institution, therefore any days of fixed-term exclusion served on the learner in any school or PRU in the same school year will count towards the total. A fixed-term exclusion does not have to be for a continuous period; for example, a learner may normally attend school three days a week and a PRU for the other two; so a five-day exclusion from the school could be for three days in one week and two days in the following week. A learner who exceeds 45 days of fixed-term exclusions within a school year does not automatically proceed to a permanent exclusion. Discipline committees must convene when a learner exceeds 15 days fixed-term exclusion within a term.

Setting and marking work

In all cases of more than a day's exclusion, work should be set and marked. Parents/carers should arrange for the work to be collected and returned and the school must ensure that it is marked and that further work is set until the learner returns to school. Letters to parents/carers and/or learners informing them of the exclusion must include the arrangements for setting and marking work.

Where a school provides online learning for learners who have been excluded, it must ensure the learner has access to the required digital technology. Where this is not the case, schools must provide work that does not require access to digital technology.

The governing body is responsible for ensuring that the school complies with these requirements.

Removal of learners from school in exceptional circumstances

There may be exceptional circumstances in which headteachers need to remove learners from the school site when exclusion would be inappropriate.

- An example is where a learner is accused of committing a serious criminal offence which took place outside the headteacher's jurisdiction or where there may be insufficient evidence to warrant exclusion

A headteacher can authorise leave of absence for a fixed term, with the parents' or carers' agreement. Alternatively, exercising powers delegated to the governing body under section 29(3) of the Education Act 2002 gives the governing body the power to direct a learner to attend educational provision elsewhere (without parental approval, although the parents or carers should be notified).

However, such educational provision elsewhere must be arranged for the purposes of receiving any

instruction or training included in a curriculum for those learners by virtue of the Curriculum and Assessment (Wales) Act 2021 or the Learning and Skills (Wales) Measure 2009 and should not be continued for longer than is absolutely necessary. Whether the learner has been granted leave of absence or is being educated elsewhere, the school must ensure that the learner's full-time education continues while off-site. Any such arrangements do not amount to an exclusion from school on disciplinary grounds and should be kept under periodic review involving the parents or carers. Where there is sufficient evidence to enable a headteacher to consider exercise of the power to exclude, the Welsh Government would expect the headteacher to consider exercising that power, rather than the power in section 29(3) of the Education Act 2002, or authorising leave of absence. It is important that in the exceptional circumstances where the section 29(3) power or authorised leave of absence is used, the headteacher's actions and arrangements are documented to remove any possibility of this being construed as an unlawful exclusion.

If exclusion some time later remains a possibility, the headteacher should make the parents or carers aware of this at the outset. The more time that passes the more likely it is that the exclusion will be regarded as an improper exercise of the power. The section 29(3) power should not be used to direct learners off-site for educational provision or training to improve their behaviour.

- Removal of learners on medical grounds. Headteachers may send a learner home, after consultation with the learner's parents/carers and a health professional as appropriate, where because of a diagnosed illness such as a notifiable disease the learner poses an immediate and serious risk to the health and safety of other learners and staff.

Parental cooperation

If a parent/carer refuses to cooperate with a formal exclusion by sending the excluded learner to school, or refusing to collect or arrange collection of the learner at lunchtime, the school must have due regard for the learner's safety in deciding what action to take. An exclusion should not be enforced if doing so may put the safety of the learner at risk. If efforts to resolve the issue with the parents/carers are unsuccessful, the school should consider whether to contact the Education Welfare Service and seek the advice of the LA about available legal remedies.

'Voluntary' withdrawals

Influencing or encouraging parents/carers to 'voluntarily' withdraw their child from school as a way of dealing with difficult or challenging behaviour is not an appropriate response.

Behaviour outside school

Learners' behaviour outside school on school business, e.g. on school trips, away school sports fixtures or work experience placements is subject to the school's behaviour policy. Bad behaviour in these circumstances should be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, a headteacher may exclude a learner if there is a clear link between that behaviour and maintaining good behaviour and discipline among the learner body as a whole.

Learners with additional learning needs(ALN)

Learners with additional learning needs

Schools are required to demonstrate that the decision to exclude a learner with a recognised condition that is more likely to result in a tendency to physical abuse was a proportionate means of achieving a legitimate

aim and that they had made the appropriate reasonable adjustments in respect of managing the learner's behaviour.

Statutory guidance on identifying, assessing and making provision for learners with ALN, including those with behavioural, social and emotional needs, is provided in the Additional Learning Needs Code for Wales. Schools must have regard to this guidance. Where it is brought to its attention, or otherwise appears to a maintained school (including a PRU), that a child at the school may have ALN, the school must (subject to certain exceptions) decide whether the child has ALN and, where required, prepare and maintain an individual development plan (IDP) for the child.

Other than in the most exceptional circumstances, schools should avoid permanently excluding learners with an IDP. They should also make every effort to avoid excluding learners who are engaged with a process under the ALN system, such as where a decision is being made or an IDP is being prepared.

Schools should try every practicable means to maintain the learner in school, including seeking local authority and other professional advice and support through an IDP or, where appropriate, asking the local authority to prepare or maintain an IDP. For a learner with a local authority-maintained IDP, where this process has been exhausted, the school should liaise with their local authority about initiating a formal review of the learner's IDP.

Where a learner is permanently excluded, the headteacher should use the period between their initial decision and the meeting of the discipline committee to work with the local authority to see whether more support can be made available or whether the IDP can be changed to name a new school. If either of these options is possible, the headteacher should normally withdraw the exclusion.

It is extremely important that parents or carers of learners with ALN who are excluded from school receive advice on the options available for their child's future education. Schools should advise parents or carers that advice and information on ALN is available from the local authority.

Learners who have a social worker, including looked-after children, and previously looked-after children

Children who have a social worker are especially at risk of low attainment in school. Schools should be especially sensitive to exclusion issues where children have a social worker. Schools should try every practicable means to maintain the learner in school and should seek local authority and other professional advice as appropriate. Local authority children's services departments should in all cases be involved at the earliest opportunity in working with the school to avoid the need to exclude the learner.

In cases where a looked-after child is excluded, anyone who is acting as a parent or carer will have the right to make representations and to appeal. The definition of a parent for the purpose of section 576 of the Education Act 1996 is broadly drawn and includes a person who has parental responsibility or has care of the child. This will include the local authority where they have a care order in respect of the child and any person (for example a foster parent) with whom the child lives. These are in addition to the child's birth parents. This means that there could be more than 2 parents or carers whom the school has to notify about exclusions and who will have the right to make representations and appeal.

Even where the local authority does not have parental responsibility, the child's social worker should be informed about any exclusion. The designated teacher for looked after children will be able to advise on the legal status of learners in public care in the school. For further guidance see Making a difference: A guide for the designated person for looked after children in schools:

<https://www.gov.wales/designated-person-looked-after-children-schools-guidance>

Where previously looked-after children face the risk of being excluded, the school should engage with the child's parents or carers and take advice from relevant professionals to develop strategies to support the learner.

Procedure for excluding a learner: role of headteacher

Whenever the headteacher excludes a learner, the 'relevant person' (David Willams - exclusions officer, LA) should be notified immediately, ideally by telephone or other reasonable method, followed up by a letter within one school day. The parent/carer must be notified immediately, followed up by a letter. Welsh government guidance should be followed and taken into consideration in relation to the content of the letter (pages).

There is a duty on a headteacher to request a reintegration interview with a parent or carer of a learner who has been excluded for a fixed period of 6 or more school days.

A senior member of staff may conduct a reintegration interview with a parent or carer of a learner who has been excluded for a fixed period of less than 6 school days.

Guidance on letters of notification can be found on page 25 of the [2024 exclusion-from-schools-and-pupil-referral-units](#) documentation along with sample letters in Annex A: [exclusion-from-schools-pupil-referral-units-annex-a \(1\).docx](#)

Informing the discipline committee and the LA

Within one school day the headteacher must inform the governing body discipline committee and the LA of:

- permanent exclusions
- exclusions which will result in the learner being excluded for more than five school days

Fixed-term exclusions totalling five or fewer school days in any one term, and where the learner is not missing a public examination must be reported to the discipline committee and LA once a term. For a permanent exclusion, if the learner lives outside the LA in which the school is located, the headteacher must also advise the home LA of the exclusion, so that they can make arrangements for the learner's full-time education from and including the sixteenth school day of exclusion.

Exclusion reports

Guidance documentation should be used regarding exclusion reporting to the LA. (page)

The discipline committee

The governing body must establish a discipline committee; the role of the committee includes reviewing the use of exclusion within the school. The governing body should also appoint a Clerk to the discipline committee to provide advice on the exclusion process and handle the administrative process.

The governing body should ensure the guidance documentation is followed in relation to the exclusion process and role of the discipline committee within this process (P27 onwards [2024 exclusion-from-schools-and-pupil-referral-units](#))

Alternatives to exclusion:

Exclusion should not be used if alternative solutions are available:

- **Pastoral support programme (PSP).** This should be drawn up using a multi-agency approach, involving the learner, parents / carers and should be reviewed on a regular basis. This may take the form of alternative provision, such as a temporary Aspire placement at the school's off site

provision, a temporary placement on the school's 3-4 provision, where the student will receive intense targeted intervention, usually for two weeks, or a temporary bespoke timetable.

Internal exclusion in the designated area within the school setting:

a. Internal exclusions for one lesson.

These will occur where a student has been removed from a learning session following a duty call and it is not felt appropriate to buddy the student within the department. A student will be removed at the duty member of staff's discretion. This usually occurs where the student is refusing to follow instructions by the teacher, is disrupting learning, or is being overly aggressive/dangerous. Follow up (e.g. restorative rebuilds/sanctions) is in accordance with the Culture for Belonging and Learning policy, however the subject teacher will be expected to take part in a rebuild restorative meeting with the student unless they are told otherwise by the House Support Officer or Manager. Following the internal exclusion students will normally go to their next learning session

b. Internal exclusion in F28

This may last for a whole day/an agreed number of days, or the remainder of the day where SLT (following discussion with the duty member of staff) agrees that the student is not ready to attend learning sessions. This type of exclusion will also occur where there has been an incident outside of the class such as a serious "red" behaviour within the Culture for Belonging and Learning or multiple incidents throughout the day. There is a referral system by which students will be referred by SLT, extended SLT or the House Team to the Behaviour Support Officer.

If the student is part of the Support Centre cohort, then the Support Centre manager in consultation with the relevant SLT member will decide how long the student should remain on internal exclusion in the Support Centre.

All other students will attend the internal exclusion room in F28..

F28 will also be used for students who have still not reached a stage where a satisfactory restorative rebuild can be made between the student and another student or with a teacher. There may also be cases where the student is returning from fixed-term exclusion and requires a period of re-induction to the school and its ethos.

Parents/Carers will be contacted (by the House Team) with at least 24 hours notice before the period of internal exclusion commences. Reasons for the referral will be explained to the parents / carers and a meeting with the student and parents / carers will be arranged if appropriate.

- **After school workshop** - a period of intervention with a member of the pastoral team for 1 hour sessions after school. 3 after school sessions are equivalent to a 1 day fixed term exclusion (this equivalence will be entered on the student's record). The main purpose of the after-school workshop is for the student to reflect on the reasons for their misdemeanour and learn how to avoid any recurrence. There is also an opportunity to have restorative meetings during this time.
- **Restorative justice meeting** - to allow the offending student to take responsibility for their actions and make amends / restore relationships.
- **Managed move** to another school within the Local Authority.

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

Anti-Bullying Policy

At Eastern High we have a clear Anti Bullying Policy that helps to make our school a safe, friendly and caring place to be in.

Please note that our Anti-Bullying Policy is being updated this academic year. We will follow the current one until the new one has been ratified. In order to develop the new policy, we are following a 4 stage process to complete the policy and implement it from Term 2a onwards: **1. Consultation; 2. Implementation; 3. Monitoring and Feedback; 4. Evaluation.**

It is essential that young people feel safe and confident in our school community and that they are given the right guidance and support.

- We will work with the police and other external agencies to ask them for support and intervention where appropriate

What do we mean by bullying?

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

What do we do about bullying?

- We make it very clear that bullying is not tolerated at Eastern High. This message is clear in school and in the ways we model behaviour and follow up incidents. It is also part of the Home School Agreement contract all parents are expected to sign when a student first comes to Eastern High
- We encourage students to talk to their House Teams, tutors and teachers about any problems they have. If we don't know, we can't help
- We look out for any behaviour which might be regarded as bullying. There are staff on duty before and after school, at break and lunchtimes.
- We will take action. We will inform parents if their child is being bullied or is bullying.
- We use restorative approaches to resolve bullying issues and to make sure that bullies face up to their responsibilities.
- We help students to understand how to deal with incidents of cyberbullying.
- We write down every incident that is reported to us. Often it is difficult to identify bullies. Only by recording every incident can we build a picture and be able to take action.

Your child may not tell you that they are being bullied, but may display symptoms such as:

- Headaches
- Anxiety
- Depression
- Irritability
- Fatigue
- Decrease in appetite
- Not wanting to go to school

Good advice for a student who is being bullied:

- Tell an adult you trust what is happening.
- Get your friends to say NO to bullies.
- Stay with groups of people.
- Don't show you are upset.
- If you are in real danger, get away.
- Fighting back may make matters worse.
- Be vigilant on the way to and from school.

Sometimes when a child is upset with another child, the child can blame the upset on a bullying incident. Some examples of this can be:

When is it not bullying?

- When two friends fall out
- When friendship groups break apart
- A one off incident where an older pupil has accidentally knocked into a younger one through rough play

All of these incidents and many more can upset a child, especially if new to the school. It is important that the child reports these as we will always try to resolve friendship issues and/or hold restorative meetings. It is always important in these cases that the child does not begin to feel victimised.

**Our message to all students
must be:
“Tell someone”**

The important thing is to help the victim to make the bully understand what the effect of their actions has been. Together, parents and the school must let students know that they can get along without bullying or harassing others and that they can gain the confidence to make friends.

Our Anti Bullying Policy is written in accordance with Cardiff Council guidance on Bullying, Hate Crime, Hate Incidents and Harassment. Please use the following link for more information:.

[Bullying, Hate Crime, Hate Incidents, and Harassment](#)

Annex 1

Guidelines and suggested methods for managing behaviour and sanctions

Guidelines to support the Behaviour Management procedures

The guidelines below should only be read as guidance only – it is not an exhaustive list. It is impossible to account for every incident and the subtle differences between each one. This document:

- Provides ideas and suggestions for possible courses of action
- Seeks to give a ‘flavour’ of the approach to behaviour for learning in the Academy

Most importantly it is about developing a collective responsibility for managing student behaviour.

Refusal to follow an instruction

If a student refuses to follow an instruction this is serious. Before acting, have you tried the following?

- Given the student the opportunity to have some space and consider what they are doing
- Spoken to the student quietly so that there is less likelihood of the student being put into a position where they will lose face in front of their peers?
- Discussed what the implications are of what they are doing?
- Asked another student to reason with the student?

Disrespect to others – Deliberate and/or malicious

In this instance the student must understand that this form of behaviour has an automatic sanction, unless they genuinely realise they are in the wrong and apologise without prompting. The class need to know that this cannot be tolerated. Possible courses of action are as follows:

- If the student is showing no remorse or care and is likely to repeat offend (therefore learning cannot take place) then the student should be declassified
- If both students are as bad as each other then they need to be separated. One should be declassified, but do make sure that they know that both of them will be followed up. The other remains with you.
- Ensure the class know that action will be taken later.
- If it is a bullying or racist incident, ensure that it is distinguished as such in the event log. In cases such as this recommendation for a restorative meeting should be put through to a pastoral leader.

Disrespect to others – Silliness

If a student is disrespectful towards others it is important to make distinction between deliberate malicious behaviour and silliness and/or lack of understanding. Students can disguise or may try to disguise the former as a form of the latter (bullies often do this). If it is genuinely a lack of understanding or silliness then the action needs to be stopped (see the protocol flow chart if this does happen). Some or all of the following courses of action could be followed: (does this relate to ‘silliness’ or ‘deliberate’?)

- Student spoken to individually and made to understand the effect this has on others
- Student is given a sanction if it is particularly serious (e.g. racist comment) An appropriate sanction would be a requirement to join a restorative meeting with a follow up workshop.
- Student is asked to apologise to the offended student possibly through a restorative meeting. The student should be encouraged through discussion to come suggest this course of action.

- In almost all cases the student will blame offended student for ‘Starting it’. If necessary bring the two together after the session to sort any ‘misunderstandings’. Again this could be through a restorative meeting.

It is important that in all the courses of action, every effort should be made not to escalate an incident which was probably originally an error of judgement and down to immaturity. The student should be given the opportunity to learn from their mistake (The Event Log should monitor how often the student has to learn from their mistake. This will be monitored by the Pastoral team and followed up if necessary).

Aggressive behaviour

Aggressive behaviour between students usually occurs if a disagreement or disrespect is allowed to continue for too long. For this reason the key to avoiding this is to be proactive, e.g.

- Be watchful
- ‘Nip things in the bud’
- Separate as soon as possible before things flare up again
- If it is a two-way thing, don’t blame either party.
- Do ask others in the class to intervene for you if you know they can do this sort of thing sensibly

Aggressive bullying behaviour can sometimes be disguised as friendly banter or friendly rough play. If a student is being hurt in any way, take it seriously. Some students have a knack of convincing you the other person doesn’t mind. Take this seriously, warn once, but ensure you apply sanctions the next time you see it happen.

If aggressive behaviour does erupt, either party may need calming before any mention of sanctions or enquiry into what happened. In these situations a duty call may be necessary. Ensure the incident is followed up later if you have not been told otherwise and ensure a rebuild session is carried out if the situation has not been resolved before the end of the day.

Fighting

If a fight does break out then you are permitted to intervene physically if a student is in danger of being hurt, but:

- do not put yourself in danger.
- do not use excessive* force which may injure a student. **Note – physical contact should always be a last resort** and only used if there is danger of a student being physically hurt.

Remember: If you do choose to physically intervene in any situation, it is important to be mindful of the potential for physical harm to yourself and to others involved, and the risk of litigation.

There is no requirement of staff to physically intervene; this is a personal judgement which has to be made at the time

Further guidance links are available in the staff handbook.

All fights should carry with it sanctions, however they need not result in a workshop or duty call if:

- the fight is short lived and has not seriously disrupted the session.

- neither student is hurt.
- it was a one off where things were allowed to go too far.
- both parties acknowledge that it was a stupid thing to do and want to make up through a Restorative session.

If students have had time to calm down and neither student wants to make up then duty call.

Be aware of any threats in relation to 'after school'.

If a student is injured then duty call

NOTE: If students wish to leave your room: NEVER BLOCK THEIR EXIT this will only lead to physical aggression from the student and escalate the situation

Duty Calls

A duty call should be made for a student only when learning can no longer take place.

Appropriate Sanctions

Applying a rigid code of certain sanctions against certain incidents is in most cases unworkable, can lead to greater inconsistency through misinterpretation and ultimately a greater feeling of discontent in staff, students and parents. It is far better to be open that every incident should be judged on its own merits and that collectively we respect the professional view of the teacher, when it comes to applying sanctions.

Every teacher should always assume that they are responsible for applying sanctions unless told otherwise by a member of the Pastoral Support Team.

Before any sanction is applied the first premise is always recognition, praise and support. If this is not effective then sanctions have to be introduced.

Types of Sanction

- Non-verbal warning (Cues)
- Verbal warnings (individual/discrete or non-specific/whole class) **See note below on giving warnings**
- Log the event
- Restorative conversation
- Extra work to take home. This can often lead to more problems because the teacher must ensure it is chased up.
- Detention – At Eastern High all detentions are held centrally. In the case of red detentions, it is always worth, if you have the time, trying to meet the student either at the detention or before the next lesson for a rebuild. Arrange this with an HSO or member of SLT
- Only a member of the senior team or an HSO can refer a student to I Space or Student Support Centre
- Only the headteacher has the authority to exclude and will make the final decision on this matter.

Giving warnings

When you do have to give a student a warning please do the following:

- Make sure the student knows and understands
- This can be done through non-verbal cues
- More often than not, if the warning is carried out discreetly, you will achieve better results – the student won't lose face.
- Non-specific warnings to the whole class can have an effect on the target student or group without drawing attention to them or entering into conflict. However it can also be deemed unfair by innocent parties if carried out insensitively
- Avoid confrontation, which will 'put the student's back against the wall'.
- Couch the warning in positive language. E.g. rather than "stop talking" "I need you to give me your full attention"
- Give the student choice – "You could do it this in which case XXX will happen, or you might prefer to do it this way"
- Avoid an argument. **You can never win an argument with a student.** Instead be firm and move on.

When applying sanctions:

- Avoid group punishments,

- Keep sanction in proportion to misdemeanour
- Avoid shouting at students
- Do not use physical contact and any form of physical intimidation
- Ensure the student is aware of why they are being sanctioned
- When asking the student to carry out a sanction which is related to current work, ensure they understand that it is either to make up for work missed or it is to inconvenience. In PE for example making a student do laps of the fields encourages the student to view running as a punishment. In other words we don't want an activity that can be inherently positive to be used as a punishment

'Rebuild' Sessions

These should **always** take place where there has been an incident where the student has been declassified from your room and not returned at the end of the day. You may also wish to call a rebuild session (Let the appropriate HSO know) if you wish to make a follow-up discussion with a student more formal or in a setting where you have support if necessary. In these cases, all rebuild sessions will take place at the end of each day and details of where and the other logistics will be organised by the Head of Department or House Team..

Signature Sheet

Date Approved by Full Governing Body	8th October 2025
Signed on behalf of Full Governing Body	
Name (Chair of Governors)	Gordon Plant
Head teacher signature	
Head teacher	Kay Adams
Date	8th October 2025
Date of next review	Autumn 2026