

Llantwit Major School  
Ysgol Llanilltud Fawr



## Discipline Policy 2023-2024

Policy draft date	July 2023
Approval	Full Governing Body
Policy approval date	20 <sup>th</sup> December 2023
Policy review date	December 2026 (every 3 years)
Member of staff responsible:	Mrs E Wilson (Deputy Headteacher)



## 1 Introduction

At Llantwit Major School we endeavour to create a happy and caring community where everyone is encouraged to be their very best in all aspects of school life. This discipline policy ensures that there is a consistent approach to maintaining a safe, supportive and successful school.

Our discipline policy and its fundamental principles should be adhered to at all times and by everyone, whether this be in assemblies; in lessons; around the school site, both inside and outside of buildings; before and after school, as well as at break and lunchtime; travelling to and from school; on educational visits and fixtures and journeys outside school.

This policy should be read in conjunction with the school's Anti-Bullying policy, Attendance policy, Mobile Device policy and Uniform policy.

## 2. Rights and Responsibilities

2.1 We recognise that every individual who is part of the school community has rights and responsibilities, indeed we believe that rights are everyone's responsibility.

<p><b>Learners have the right:</b></p> <ul style="list-style-type: none"><li>● To <b>enjoy</b> being in school;</li><li>● To be <b>respected</b>;</li><li>● To have a <b>safe</b> school environment;</li><li>● To <b>learn</b> without interruption;</li><li>● To access well planned <b>lessons that meet their needs</b>;</li><li>● To achieve <b>success</b>.</li></ul>	<p><b>Learners have the responsibility:</b></p> <ul style="list-style-type: none"><li>● To help everyone to <b>enjoy</b> being in school;</li><li>● To <b>respect</b> the school community;</li><li>● To promote and value a <b>safe</b> and school environment;</li><li>● To maintain a positive attitude to <b>learning</b>;</li><li>● To come to school <b>prepared</b> and <b>organised</b>;</li><li>● To allow everyone to <b>succeed</b>.</li></ul>
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<p><b>Staff have the right:</b></p> <ul style="list-style-type: none"><li>● To <b>enjoy</b> being in school;</li><li>● To be <b>respected</b>;</li><li>● To have a <b>safe</b> school environment;</li><li>● To <b>teach</b> without interruption;</li><li>● To aim for <b>success</b>.</li></ul>	<p><b>Staff have the responsibility;</b></p> <ul style="list-style-type: none"><li>● To help everyone to <b>enjoy</b> being in school;</li><li>● To <b>respect</b> the school community;</li><li>● To promote and value a <b>safe</b> school environment;</li><li>● To encourage a positive attitude to <b>learning</b>;</li><li>● To come to school <b>prepared</b> and <b>organised</b> to meet the needs of learners;</li><li>● To facilitate <b>success</b>.</li></ul>
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### 3. School rules

At Llantwit Major School our aim is that all stakeholders work towards:

**'Being the best we can be'**

To achieve this we will all:

**Be Ready  
Engaged  
Safe and  
Take Responsibility**

### 4. Achievement and Rewards

At Llantwit, we aim to encourage and celebrate the success of all of our learners in all areas of school life, and to ensure that personal effort, commitment and achievement are acknowledged, rewarded and reported. If used effectively, positive affirmation increases the motivation of all learners, attendance to school, and improves self-esteem, aspirations and enjoyment of learning.

Our school's discipline policy is based on rewarding learners for making good decisions and behaving well whilst at the same time applying sanctions for poor decisions and negative behaviours.

Positive relationships and positive behaviours go hand in hand. All members of our school community have an important part to play in building productive working relationships at Llantwit Major School.

We will reward positive behaviour and achievement by:

- Using verbal praise in and out of the classroom;
- Awarding achievement points in line with the four purposes of the Curriculum for Wales;
- Providing parents/carers and learners with access to Class Charts so they can see and celebrate their achievements;
- Using home communication via email or a phone call highlighting a particular success;
- Communicating with parents/carers at Parents' Evening.

The following purposes are encouraged and rewarded across the school in and outside the classroom:

Purpose	Description	Examples
<b>Ambitious Learner</b>	The learner challenges themselves to attempt, exceed, excel or do extra in order to achieve their very best.	Attempting something they find hard/are not confident with. Choosing harder work. Pushing themselves. Taking part in extra-curricular activities.
<b>Capable Learner</b>	The learner is organised, prepared for lessons, on time and ready to learn.	Has the necessary equipment with them. Completes homework on time.



<b>Healthy Individual</b>	The learner takes positive steps to promote their physical, mental and emotional wellbeing.	Makes healthy food/drink choices. Engages in physical exercise. Accepts/asks for help and support. Takes steps to look after their own mental health.
<b>Confident Individual</b>	The learner demonstrates confidence and empathy.	Demonstrates confidence in different situations. Supports others. Shows empathy for others. Demonstrates skills they have mastered.
<b>Enterprising contributor</b>	The learner demonstrates resourcefulness and initiative.	Actively participates in group work. Problem- solves for themselves and others. Works independently. Presents resourceful solutions. Learns from their mistakes.
<b>Creative contributor</b>	The learner demonstrates imagination and the ability to “think outside the box.”	Comes up with creative solutions. Uses creativity in their work.
<b>Ethical citizen</b>	The learner demonstrates knowledge and understanding of different cultures, communities, societies and the world. The learner respects the needs and rights of others as a member of a diverse society.	Supports/helps other learners. Demonstrates an understanding of equality. Demonstrates an understanding of diversity. Treats everyone fairly and with respect.
<b>Informed citizen</b>	The learner utilises prior knowledge and understanding in lessons. The learner successfully transfers their skills across the curriculum.	Shows successful skills development in lessons. Recalls and uses prior knowledge effectively in lessons.

## 5. Consequences

At Llantwit Major School, we expect all stakeholders to be ‘the BEST they can be’. We will act to safeguard the emotional, mental and physical wellbeing of all learners by addressing poor behaviour and bad choices. There will be times when students behave in a manner which is unacceptable, inappropriate or dangerous. When this happens, it is important that students understand that poor behaviour and decisions have consequences.

In such circumstances, the following staged response system will be used:



Behaviour Consequence Code	Points	Behaviour examples:	Consequence in lesson
B1	0	<ul style="list-style-type: none"> <li>❖ Disrupting learning</li> <li>❖ Not listening</li> <li>❖ Not following instructions first time</li> <li>❖ Lack of effort for classwork</li> <li>❖ Late to lesson</li> </ul>	<ul style="list-style-type: none"> <li>→ Verbal warning</li> <li>→ Refer to 'chance to change' menu</li> <li>→ <u>Not recorded on Class Charts</u></li> </ul>
B2	-1	<p><b>Continued:</b></p> <ul style="list-style-type: none"> <li>❖ Disruption of learning</li> <li>❖ Not listening</li> <li>❖ Defiance</li> <li>❖ Lack of effort for classwork</li>   <li>❖ Inappropriate language</li>   <li>❖ <i>Mobile phone/headphone use</i></li> </ul>	<ul style="list-style-type: none"> <li>→ Moves seat to adjust behaviour</li> <li>→ Classroom teacher discussion</li> <li>→ <u>Recorded on classcharts</u></li> <li>→ Seating plan reviewed</li>   <li>→ <i>Phone confiscated and taken to office. Parents informed. Learner to collect at the end of day.</i></li> </ul>
B3	-2	<ul style="list-style-type: none"> <li>❖ Failure to modify behaviour despite previous stages Leaving teaching space without agreement</li> <li>❖ Truancy from lesson</li> </ul>	<ul style="list-style-type: none"> <li>→ Declassed to room on dept declass timetable.</li> <li>→ Dept detention issued - must include a discussion with classroom teacher before next lesson</li>   <li>→ <u>Recorded on ClassCharts</u></li> </ul>
B4	-3	<ul style="list-style-type: none"> <li>❖ Unsafe behaviour</li> <li>❖ Verbal aggression</li> <li>❖ Physical aggression</li> <li>❖ Vandalism</li> <li>❖ Failure to respond to the above consequences.</li> <li>❖ Stealing</li>   <li>❖ <i>Mobile phone refusal</i></li> </ul>	<p><b>Patrol called - RESET</b></p> <ul style="list-style-type: none"> <li>→ Recorded on Classcharts</li> <li>→ Learner taken to Reset by patrol</li>   <li>→ Email <a href="mailto:reset@llantwitschool.org.uk">reset@llantwitschool.org.uk</a></li>   <li>→ Reset Restorative meeting to take place before the teacher's</li> </ul>



			<p>next lesson. PL to arrange.</p> <p>→ Review of behaviour and further consequences as appropriate.</p> <p>→ Communication with home</p>
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Around School	Points	Example	Consequence
AS1	0	<ul style="list-style-type: none"> <li>❖ Out of bounds</li> <li>❖ Not following instructions first time</li> <li>❖ Poor attitude</li> </ul>	<ul style="list-style-type: none"> <li>→ Warning</li> <li>→ Recorded on Classcharts</li> <li>→ Form tutor to discuss with learner</li> </ul>
AS2	-1	<p><b>Continued</b></p> <ul style="list-style-type: none"> <li>❖ Out of bounds</li> <li>❖ Repeatedly not following instructions</li> <li>❖ Congregating in toilets</li> <li>❖ Verbal aggression to other learners</li> <li>❖ Rudeness to staff</li> </ul>	<ul style="list-style-type: none"> <li>→ Recorded on Classcharts</li> <li>→ Supervised lunch/breaktime</li> </ul>
AS3	-2	<ul style="list-style-type: none"> <li>❖ Repeated verbal aggression towards other learners</li> <li>❖ Repeated refusal to follow instructions</li> <li>❖ Repeated poor behaviour at break/lunch</li> </ul>	<p>Learners at this stage will be removed from circulation with the main school whilst the situation is investigated/dealt with.</p> <ul style="list-style-type: none"> <li>→ Recorded on Classcharts/ My concern</li> <li>→ School detention</li> <li>→ Parent informed</li> </ul>
AS4	-3	<ul style="list-style-type: none"> <li>❖ Physical aggression towards another learner/member of staff</li> <li>❖ Extreme verbal aggression towards staff/learner</li> <li>❖ Vaping on school premises</li> </ul>	<p>Learners at this stage will be removed from circulation with the main school whilst the situation is investigated/dealt with.</p> <ul style="list-style-type: none"> <li>→ Recorded on Class Charts</li> <li>→ RESET</li> <li>→ Parent discussion/ face to face meeting</li> <li>→ Graduated support response used</li> </ul>



Personal organisation	Points	Example	Consequence
PO1	0	<ul style="list-style-type: none"> <li>❖ Turning up to school without equipment</li> <li>❖ No PE kit</li> <li>❖ Not bringing school books when needed.</li> <li>❖ Missed HW deadline</li> </ul>	<ul style="list-style-type: none"> <li>→ Warning</li> <li>→ Recorded on Classcharts</li> <li>→ Form tutor discussion</li> </ul>
PO2	-1	Repeated: <ul style="list-style-type: none"> <li>❖ Turning up to school without equipment</li> <li>❖ Missed homework deadline</li> <li>❖ No PE kit</li> <li>❖ Not bringing school books when needed</li> <li>❖ Missed HW deadline</li> </ul>	<ul style="list-style-type: none"> <li>→ Recorded on Classcharts</li> <li>→ Dept detention</li> <li>→ Dept personal organisation report via Class charts - shared with parents</li> </ul>
PO3	-2	<ul style="list-style-type: none"> <li>❖ Failed to attend Dept detention</li> <li>❖ Repeated problems with personal organisation and no improvement as a result of being on report.</li> </ul>	<ul style="list-style-type: none"> <li>→ Recorded on Classcharts</li> <li>→ After School detention *</li> <li>→ Meeting with parents</li> <li>→ Learner contract</li> </ul> <p><i>*non- attendance at an ASD will result in learner placement into RESET the following day.</i></p>

## **6. Further actions for repeated incidents**

We operate a graduated response to support learners in making good choices or rectifying behaviour. This is built up over time depending on the support each individual learner requires. The graduated response will be discussed with parents/carers and the learner to ensure they are informed of what is being put in place.

### **Behaviour Reports**

Learners may be placed on a behaviour report or mentoring programme by their Progress Leader if they feel that there has been a deterioration in behaviour and/or approach to learning. Timeframes will vary according to the nature and severity of the concern, but will be regularly reviewed by the pastoral teams. Parents will always be informed and regularly updated.

### **Behaviour Support**

If a learner's behaviour is an ongoing concern and previous sanctions have not resulted in an improvement then the graduated response will be used. Access to internal and external support will be provided as appropriate to the individual. A Pastoral Support Plan (PSP) may be agreed. The Progress Leader will work with the learner and their family to devise strategies to improve their behaviour and provide access to any multi agency support that may benefit the student.



## **RESET**

If a learner persists with disruptive behaviour or there is a one-off incident that is deemed unacceptable then a B4 will be issued. The learner will be taken to the reset room where they will complete the rest of the lesson/day, including break/lunch. The consequence will continue into the following day if needed to complete the sanction time. If required, a restorative conversation will take place in the Reset room between the learner and member of staff, in order to resolve the issue and outline expectations going forward.

Failure to comply with the Reset expectations and rules may result in further Reset time or a fixed- external exclusion.

## **7. Fixed-term Exclusion**

A decision to exclude a learner is only taken:

- In response to serious breaches of the school's discipline policy;
- If allowing the learner to remain in school would seriously harm the education or welfare of other learner/s or staff members in the school.

Only the Headteacher can exclude a learner. If they are absent from school, then the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the Headteacher's absence.

Fixed-term exclusion can be issued for:

- A serious one-off incident, e.g. severe abusive or threatening behaviour/language towards students/staff, extreme and consistent defiance/refusal to follow school rules;
- Physical assault of students/staff (this may also result in a managed move or permanent exclusion);
- Possession of classified substances on site [ the police will also be called to school and this may also result in a managed move or permanent exclusion];
- Severe inappropriate use of technology on school site;
- Failure to co-operate/follow the rules in RESET;
- Serious health and safety concerns, such as deliberately setting off a fire alarm or causing damage to school property.

At the end of a fixed term exclusion a reintegration meeting will be held with the progress team, parent/carer and learner to discuss how they will reintegrate back into school. This will usually include either a risk assessment (for dangerous behaviour) or a behaviour contract (for poor behaviour).

If 16 days or more FTEs are given then a Pupil disciplinary committee will be convened to discuss the actions taken so far for this learner and what will happen next. The PDC will make recommendations to the school and the learner. Parents/carers will be informed of the recommendations via letter.

## **8. Permanent Exclusion**

A decision to exclude a learner permanently is a serious one. It will usually be the **final** step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and should normally 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.*

These examples are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the school community.

In most cases it would be appropriate for school 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 excluded for a fixed-term. Schools should also consider whether or not to inform other agencies, e.g. Youth Offending Team, social workers, etc.

Unacceptable 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 discipline policy. In these circumstances it is dealt with as if it had taken place in school. For behaviour outside school, but not on school business, a Headteacher may exclude if there is a clear link between that behaviour and maintaining good behaviour and discipline among the school community as a whole.

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. The more serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be;
- Take account of the school's behaviour and equal opportunities policies, and, where applicable, the Equality Act 2010;
- Allow the learner to give his or her version of events.

A fixed term exclusion may be put in place in the first instance to ensure that an appropriate investigation can be undertaken and due consideration be given to the final decision.

## **9. Policy and Procedure during periods of exclusion**

In all cases, work will be set and marked. A member of the Wellbeing team will liaise with parents and arrange for work to be provided either via hard copy or Google Classroom. On a learner's return it is expected all work **will have been** completed and submitted. If a learner's fixed term exclusion is sixteen days or longer then the Deputy Headteacher will liaise with the LA to make alternative educational arrangements.

**Reintegration meetings** will be held when learners return from exclusion. Learners and their parents/carers will attend a pre-arranged interview with the relevant Progress Leader and/or and/or a member of the Senior Leadership Team, where necessary. In the meeting it will be determined whether a Pastoral Support Plan is required or whether support from a Wellbeing Officer will be necessary to monitor the reintegration or whether other interventions will be needed to support the learner. Support, if required, might include internal systems such as a School Based Counsellor or a Youth Service Worker. Involvement of outside agencies may also be considered such as Preventative Services, Families First, CAMHS, outreach workers, learning coaches etc. The school believes that it is important to recognise relevant underlying reasons for patterns of challenging behaviour so that the learner is given the best possible chance of a successful fresh start.

## **10. Expectations of learners**



No learner has the right to infringe upon the personal lives of our staff. No member of staff should be photographed, filmed or recorded. No images should be shared of any member of our staff without their permission whilst in role during the school day or while outside in their personal lives. This will be dealt with very seriously in order to support the wellbeing of our staff community.

### **11. Bullying**

It is a basic entitlement of all learners in Llantwit School to engage in their everyday activities and education, free from any form of bullying behaviour. It is expected that all members of the school community will actively work to identify, report and tackle incidents of bullying. Bullying incidents are recorded and monitored on My Concern. Patterns are identified and appropriate support and consequences put in place for both target and perpetrator. All learners and staff are actively encouraged to report any incidents to the Wellbeing team to ensure that the issue is brought to a swift resolution. ***For further detail please reference the school's Anti-Bullying policy.***

### **12. Illegal Substances/items likely to cause harm**

Learners are informed through the curriculum and by external agencies of the dangers of taking or supplying illegal substances or substances that might cause harm to themselves or others. Such substances are not permitted on the school premises and learners are forbidden from bringing such substances to school. This includes vapes and energy drinks, which are banned. Furthermore, learners are forbidden from **taking or supplying others with or providing others the opportunity to experiment with illegal substances or substances that might cause them harm.**

Potentially dangerous items should not be brought to school. Such items include: offensive weapons, bladed items, bottles, aerosols, fireworks, lighters/matches. Imitation weapons should not be brought into school; learners who do so will face serious consequences because of the level of anxiety this causes within the school community e.g. butterfly knives, fake knives.

The above regulations apply to the **school grounds and immediate environment outside the school** campus. All cases will be reported to the police. The most serious sanctions will be put in place in instances where this element of the Discipline policy is breached.

If we suspect a learner of being in possession of a **dangerous item or illegal substance** this may initiate a search which involves asking the learner to empty their bags, pockets etc. This will be done with 2 members of staff present (the same sex as the perpetrator if possible), taking into consideration the wellbeing needs of the learner. If a learner refuses, parents may be contacted to come into school to assist. If this is not possible the police may be contacted to ensure the safety of our whole school community. Every reasonable effort will be made by the school to seek parental permission before a learner is spoken to by the police.

Learners should not engage in any activity that exploits other members of our school community for their own personal financial gain or **that of a third party**. This refers to both on school grounds or the immediate environment outside of school. This links with learners not being allowed to have large sums of cash in their possession whilst in school.

### **13. Transport**

All learners who cycle to school must notify the Business Manager, and, together with their parents, sign the school's "Cycling to School" agreement. In particular, this states that all learners must wear cycle



helmets when travelling to and from school and should not cycle through the school site. Only members of the Sixth Form may bring motor transport onto the school site.

Our school Discipline policy also applies to behaviours on the bus and on the way home as learners are representing Llantwit School when they are in uniform. As a school we have adopted the **All Wales Travel Behaviour Code**, which applies to all learners aged 5 to 19 years. It applies to all modes of travel to and from education institutions, whether or not these are organised by the local authority. This includes contract buses, public buses, public trains, walking, taxis, scooters and motorbikes, cycling and journeys in cars. The LEA is at liberty to remove any learners from a bus if they are in serious breach of the travel code. Parents may be advised to seek alternative transport for their son/daughter if their behaviour poses a health and safety risk to other bus travellers. Please follow the link below to access the parent guide to Wales Travel Behaviour Code.

<https://gov.wales/sites/default/files/publications/2018-03/parent-guide.pdf>

## **Appendix A**

### **“Chance to Change” Checklist - use when a B1 is given.**

Use a variety of these strategies to support learners to change their behaviour.

Standard operating procedures	Teach and remind <b>basic routines</b> for entering/ leaving the class/transitioning between activities and be consistent - coats off, phones away, dismissing one row at a time etc.
Rule reminder	Does the learner know how to correct their behaviour?
Tactical Ignoring	<p>This involves addressing the primary behaviour but ignoring the sulky, “saving face” secondary behaviours that might be displayed afterwards. When implemented, the impact is that expectations are reinforced on a whole class level, conflict between pupil and staff member so the class can progress more easily as there is less disruption to learning.</p> <p>Remember, it does need to be TACTICAL. We can’t just ignore things because we can’t be bothered to deal with them as this sends the message to pupils that we aren’t consistent.</p>
Positive corrective language	<p>This involves using simple imperatives that remind learners of what they should be doing rather than highlighting what they’re doing wrong e.g. not “why aren’t any of you listening to me?” instead “pens down, eyes forward, thanks.” Ending the simple verbal cue with “thanks” rather than “please” demonstrates to the pupil that you expect them to comply and don’t think you should have to ask them to follow simple rules. If they don’t comply then you must of course follow up.</p>
<b>Use non verbal cues</b>	<p>Non-verbal communication cues refer to the way you listen, look, behave and react. Cues you could make use of include:</p> <ul style="list-style-type: none"><li>- Taking a bin to a pupil who is chewing rather than stopping the lesson to reprimand</li></ul>



	<p>them;</p> <ul style="list-style-type: none"> <li>- Taking a pen/book to a pupil who isn't working because they haven't got one;</li> <li>- Tactical teacher presence- going to sit/stand by an off-task pupil;</li> <li>- Body language/gesture- smiling, nodding, eye contact.</li> </ul>
Deserved Praise	<p>This means only praising genuine achievements when praise is deserved/ due. Secondary school pupils see through empty, over the top praise and can interpret it as fake and condescending. Empty praise also alienates the quiet, well-behaved pupil who always does the right thing and sees others who are often non-compliant being praised for meeting basic expectations. We need to be honest with our pupils and not reward a half-hearted attempt in order to send the message that we expect the best they can give all of the time.</p>
Managing IEMs (Immediate Emotional Moments)	<p>Teachers should manage IEMs by:</p> <ul style="list-style-type: none"> <li>- Communicating with Calmness and not becoming emotional themselves;</li> <li>- Diffusing the situation, often by temporarily removing the pupil so they have time to calm down;</li> <li>- Seeking appropriate help and support from the relevant pastoral team;</li> <li>- Focusing the class back onto task and away from the individual;</li> <li>- Ensuring relevant follow up;</li> <li>- Having a fresh start next lesson/ not holding a grudge.</li> </ul>
Give a clear warning	<p><b>Give a clear warning</b> - Does the learner understand when and why they have been given a B1? Has this been given appropriately? Remember fairness to other learners e.g "your behaviour is stopping my lesson from continuing and preventing others in the class from learning".</p> <p><b>Provide choices/ options</b> in your warning. "You can either continue quietly with your work where you are or you can move seats and work on your own."</p>
Establish relationships	<p><b>Establish relationships</b> Talk to the learner to ascertain the problem. <b>Engage not embarrass.</b> Ask a question the learner has a chance of getting right which brings them back on task.</p>
Use <b>distraction</b> techniques	<p>Use <b>distraction</b> techniques- "What colour highlighter shall I use for these quotes, Lloyd?"</p>