

Conduct Policy



Annotation Key for this Document

LEP	Mrs Lucy Purcell, Headteacher
ASG	Mr A Gardner, Assistant Headteacher

Rationale

At Caerleon Comprehensive School we aim to create an environment which is safe and supportive, with consistently high standards of behaviour. We want all in our community to be respectful, kind and courteous. Whilst we acknowledge the challenge that society has faced over recent years, we believe that in order to maximise the potential of our learners we need a policy that will, in conjunction with the support of our parents and carers, allow our staff to deliver the high quality teaching that is expected.

This policy is relevant to all stakeholders of the school - our learners, our staff, our parents/carers and the Governing Body. It should be read in conjunction with the school's Anti-Bullying policy, Anti Racism policy, Cluster Attendance policy, Fixed Penalty Notice Policy, Online Safety Policy and School Uniform policy.

Our Conduct Policy should be adhered to at all times, whether this be in registration/lessons/assemblies; around the school site, 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.

Rights and Responsibilities

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.

Learners have the right: To enjoy being in school; To be respected; To have a safe and happy school environment; To learn without interruption; To maximise their potential; To have a clear understanding of why consequences have been put in place and be given an opportunity to discuss these with a member of staff.	Learners have the responsibility: To attend school and be prepared and ready to learn; To support other learners to enjoy being in school; To respect the school community; To promote and value a safe and happy school environment; To maintain a positive attitude to learning; To allow everyone to succeed.
Staff have the right: To enjoy being in school; To be respected; To have a safe and happy school environment;	Staff have the responsibility: To come to school prepared and organised; To help others enjoy being in school; To respect the school community;

To teach without interruption.	To promote and value a safe and happy school environment; To model positive behaviour and encourage a positive attitude to learning; To provide the opportunity for learners to maximise their potential.
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Maximising the Potential of our Learners

To support our learners to maximise their potential we promote the “EAGLE Expectations” in all classrooms.

Maximise Your Potential		
E	ngage	<ul style="list-style-type: none"> • Try your very best. • Complete all classwork and homework. • Ask questions if you are unsure.
A	ttitude	<ul style="list-style-type: none"> • Look after your school. • Learn from mistakes. • Be a good role model to others.
G	et Ready	<ul style="list-style-type: none"> • Be punctual. • Wear the correct uniform. • Bring the right equipment.
L	anguage	<ul style="list-style-type: none"> • Use respectful language at all times. • Be kind to others. • Listen when you are being spoken to.
E	quality	<ul style="list-style-type: none"> • Celebrate our differences. • Be inclusive. • Take opportunities.

Achievements and Rewards

At Caerleon we acknowledge that recognising and celebrating positive behaviour and achievement sits at the core of the rationale for this policy. Staff are expected to recognise positive behaviour in many ways, including -

- Verbal praise in and out of the classroom;
- Awarding Achievement Points in line with our Eagle Expectations;
- Using home communication via email or a phone call highlighting a particular success;
- Discussion with parent or carer on a Student Progress Evening.

Opportunities for celebrating achievement include -

- Weekly achievement “Shout Outs” in Form Time;
- Half termly “Celebrating Success” assemblies for each year group;
- Termly achievement point certificates;
- Head of Year awards;
- Purchase of prizes from the reward store (students use achievement points to buy prizes via Classcharts);
- A Headteacher’s Award.

Advice for parents/carers on how to support their children with their wellbeing

We are aware that our learners will need support with their wellbeing from time to time and we appreciate that they may present differently at home from how they do in school. All learners have access to the school’s Google Wellbeing

Classroom where they can access the signposting below plus other resources. Although the school does have access to support for wellbeing, following is a list of resources and advice that parents and carers may find helpful:

- Make a doctor's appointment - a conversation with a trained medical professional should result in some support for you. This may be a referral onto another agency or advice on how to manage things at home.
- <https://newportmind.org/> A local mental health service that offers a variety of support.
- <https://talkingzone.southwales.ac.uk/secondary/> - TalkingZone counselling service is for young people attending Secondary Schools in Newport. TalkingZone provides the school with a counsellor who works with any learner wishing to talk about their personal problems. Counselling is private and confidential. That means anything you tell the counsellor stays between you and the counsellor unless you say something that means you are being seriously harmed, or at risk of serious harm. The counsellor will tell you more about this before you start. The service includes parental consultations, and telephone or video counselling for parents.
- <http://www.meic.cymru/> - Meic is the helpline service for children and young people up to the age of 25 in Wales which gives free, confidential and bilingual advice. They can be contacted by phone (080880 23456), text (84001) or online chat (www.meic.cymru).
- <https://www.thecalmzone.net/> - Anyone can hit crisis point. We run a free and confidential helpline and webchat – open from 5pm to midnight every day, for anyone who needs to talk about life's problems. We support those bereaved by suicide, through the Support After Suicide Partnership (SASP). From advice on our website about issues you might be facing; through to free, confidential chats with our helpline staff, online or on the phone, we're here for anyone who's struggling, every single day of the year. No matter what. Our helpline 0800 585858 and webchat (<https://www.thecalmzone.net/help/webchat/>) are open 5pm to midnight 365 days a year, offering practical suggestions for all of life's problems – whether that's anxiety, relationship concerns, health worries, money worries or suicidal thoughts.
- <https://www.youngminds.org.uk/> - An excellent website for general mental health advice.
- <https://www.papyrus-uk.org/hopelineuk/> - If you are having thoughts of suicide or are concerned for a young person who might be you can contact HOPELINEUK for confidential support and practical advice. Call: 0800 068 4141. Text: 07860039967. Email: pat@papyrus-uk.org Opening hours are 9am – midnight every day of the year (Weekends and Bank Holidays included)
- <https://parents.actionforchildren.org.uk/> - Parent Talk offers free online support for parents and carers in Wales. Find answers to parenting questions, or talk to a parenting coach about anything that's worrying you. It's all free, and no topic is too big, small or embarrassing.

General Expectations

Attendance

Attendance to school is a legal requirement. If a learner is absent from school our Attendance Officer should be notified immediately and preferably in advance (for Years 7-11 ccs.attendance@newportschools.wales ccs.post16attendance@newportschools.wales for Years 12 and 13). Attendance is monitored by Heads of Year and the Attendance Officer and parents/carers will be informed if they have concerns regarding attendance at school. In line with Welsh Government guidelines and Newport Authority recommendations, parents are not expected to take their children on holiday during term time. All learners in Years 7-11 are expected to remain on the school premises during the school day (8:45am- 3:05pm) and sanctions will be applied if learners do not comply as this is seen as a Health and Safety risk. Certain privileges are granted to Sixth Form pupils. For further detail please see the Cluster Attendance Policy. Learners must leave the school premises at 3:05pm unless they are taking part in a school activity or they have received permission from a member of staff. If a learner does not turn up for a lesson the Attendance Officer will enact the truancy protocol and contact home to inform parents/carers. **Learners who have been truanting lessons, either internally or externally, will be given a sanction in the form of an after-school detention and/or reset time.**

Punctuality

Registration and Assemblies begin promptly at 8:45am. In order to ensure a calm start to the day learners are advised to be on the school premises no later than 8:30am where possible. Learners should wait outside their Form Room/ Assembly Hall in readiness to be welcomed in by their Form Tutor/Senior Leadership Team (SLT) member. Staff should be in their classrooms when possible ready to receive learners at the start of each lesson. Learners who are late to

school are given a 'late on the gate' behaviour point. Persistent lateness may result in escalated sanctions.

Learners should be marked "late" to lessons, with the number of minutes recorded, should they arrive more than 5 minutes late to a lesson. A weekly "late report" will be run by the Attendance Office and shared with the Head of Year. Persistent lateness to lessons may result in behaviour points, B2s, or B3s, depending on the situation.

School Uniform and Appearance

All learners, including those in the Sixth Form, are expected to conform to the school regulations on dress and appearance. Uniform and appearance guidance can be found in our Uniform Policy on the school website. If there is an issue regarding uniform parents/carers should contact the school and/or Head of Year before 8:45am so that this information can be shared with staff. Learners wearing the incorrect uniform will need to visit the swapshop to borrow uniform. Please be aware that if students attend school in incorrect uniform this incurs behaviour points and persistent issues will need to be raised with parents/carers.

For further detail please read our Uniform policy.

Travelling to and from School

This policy also applies to behaviours on the bus and on the way home as pupils are representing Caerleon Comprehensive at this time. 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 link to Welsh Government Guidance on The Travel Behaviour Code can be found below. The Local Authority is at liberty to remove any pupils from a bus if they are in serious breach of the travel code. Parents / carers may be advised to seek alternative transport or be requested to bring/collect their child from school if their behaviour poses a health and safety risk to other bus travelers. Further information can be found using the following links:

[A Parent's Guide to the Learner Travel \(Wales\) Measure 2008 / School Bus Travel Behaviour Code / Wales Travel Behaviour Code](#)

Conduct Policy Mobile Phone Update – Jan 2024

In line with other secondary schools in Newport, Caerleon Comprehensive School is a mobile phone free school. This means that students will not be allowed to use or have visible their mobile phone on the school premises at all during any part of the school day. In addition, students will not be permitted to wear earphones/earpods around the school site. If phones/earphones/earpods are brought to school, they need to be kept in the students' bags.

This policy is in place because we want learners to focus on learning in lessons and socialising at breaktimes and lunchtimes. Mobile phones are sometimes used by young people to bully other learners which can lead to significant mental health issues. They cause unnecessary distraction in schools and does not allow young people to switch off from technology and focus on their academic success.

If a student is holding (i.e. not using) or using a mobile phone, earphone/earpod on the site, this will be confiscated in line with our Conduct code. The device will be stored safely in Student Reception. For a first offence, students will be able to collect their device at 3:05 from Student Reception. For any device misuse after this, only a parent/carer will be able to collect the device. If a student refuses to hand over the device they will be given a B3 and referred to Reset with parents/carers contacted. Should there be further refusal to comply then a Fixed-Term Exclusion (FTE) from school will be considered.

The Education and Inspections Act 2006 (5.16) supports school staff in confiscating mobile phones, earphones/earpods from learners in line with the school's Conduct policy. Staff can request that a pupil show them malicious content on their device for the purposes of establishing if bullying has occurred.

Mobile Phone Policy FAQs

What if I need to contact my child or they need to contact me? We have a specific and dedicated student

reception with a phone that students can use if they needed to contact home for whatever reason. In the same way, parents/carers can ring the school to speak to their child if they needed to. In primary schools, emergencies/contact with parents is managed in this way and the lack of mobile phones does not cause an issue.

My child has a diagnosed additional learning need and uses their phone to self-regulate. What should I do?

Please contact Mrs Angela Marchant, Assistant ALNCO, to discuss other ways we can support your child to self-regulate.

My child uses their phone for medical reasons (to monitor blood sugars for example). The School Nurse/Student Reception will be aware of this and all staff will be notified of any student who uses their mobile phone for this reason.

My child uses their phone to check their timetable. All students should keep a printed timetable in their bag. A printed timetable has been provided for all students. Any student needing a timetable can go to Student Reception and request one.

My child uses their phone to check for or complete homework during the day. We would encourage students to do this at home, but we do also have chromebooks available in the library for students to use and we have our chromebook library also where students can loan a chromebook to use to complete homework on.

Is my child allowed to use their mobile phone on a school trip/event/extra-curricular activity? Yes, devices are allowed at these events, as long as the teacher running the trip/event/activity gives permission for the students to use these devices. They must be used responsibly at all times.

Do staff use phones in front of students? At Caerleon Comprehensive School we aim to model the behaviours we expect from students. School staff keep their use of phones in front of students to a minimum but please be aware that due to the site being made up of multiple buildings there will be occasions where staff need to use their phones in front of students for essential work-related purposes, i.e. the safeguarding of our students.

Please note that learners bring electronic devices into school at their own risk and Caerleon Comprehensive school will not be held responsible for any loss of or damage to such devices in school.

Inappropriate Use of AI

The following behaviours are considered inappropriate and will be addressed in line with this Behaviour Policy and Welsh Government guidance:

- Using AI to create, share or promote content that causes harm, distress, embarrassment or concern to any learner or adult
- Using AI to generate abusive, discriminatory, threatening or harassing material
- Using AI to impersonate others, fabricate evidence, or manipulate images, audio or video in a way that could mislead or harm
- Using AI to support cheating, plagiarism or academic dishonesty
- Using AI to bypass school systems, monitoring or safeguarding controls
- Any use of AI that undermines the safety, wellbeing or dignity of others

Sanctions

Where inappropriate use of AI occurs, the school will apply sanctions that are:

- proportionate
- appropriate to the behaviour
- consistent with this policy
- aligned with Welsh Government guidance on behaviour, relationships and wellbeing

Sanctions may include:

- loss of digital privileges
- restorative approaches

- parental/carer meetings
- internal sanctions in line with school procedures
- **fixed-term exclusions**, where the behaviour constitutes a serious breach of the school's behaviour policy
- **permanent exclusion**, only in the most serious cases and always in line with Welsh Government statutory guidance, where the behaviour represents a serious breach of the behaviour policy and where allowing the learner to remain in school would seriously harm the education or welfare of others

Determining Responsibility

Where the school is unable to conclusively identify the individual responsible for inappropriate AI use, decisions will be made on the **balance of probabilities**, in line with Welsh Government guidance and established school procedures.

Anti-Bullying

As per the "Rights and Responsibilities" section all learners have the right to be respected in a safe and happy school environment. This means that bullying behaviour of any kind will not be tolerated. 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. Patterns are identified and appropriate support and consequences put in place for both the victim and the accused person. All learners and staff are actively encouraged to report any incidents to any member of staff to ensure that the issue is brought to a swift resolution. For further detail, please read our Anti-Bullying policy and our Anti-Racism policy.

Please be aware that bullying and other incidents related to protected characteristics will incur serious sanctions.

Property

As part of our Conduct policy, we expect all pupils to be organised and ready to learn by having the correct equipment with them. We also expect pupils to respect school books, equipment and property. Learners are discouraged from bringing valuable items to school e.g. airpods, large sums of money, expensive jewellery.

Smoking/Vaping

All members of the school community should understand that smoking/vaping is forbidden in school, in the precincts of the school and/or on public-service vehicles. **Learners found in possession of smoking / vaping paraphernalia will have the items removed and will be given a day in Reset as a minimum sanction.**

Illegal Substances/Substances likely to cause harm

Pupils 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 pupils are forbidden from bringing such substances to school. Furthermore, pupils are forbidden from taking, supplying others with or providing others the opportunity to experiment with illegal substances or substances that might cause them harm. The most serious sanctions will be put in place in instances where this element of the Conduct Policy is breached.

Dangerous items

Potentially dangerous, offensive or imitation items e.g. bladed items, bottles, aerosols, fireworks, lighters/matches, fake knives, BB guns should not be brought to school. Learners who do so will face serious consequences because of the level of anxiety this causes within the school community.

The above regulations apply to the school grounds and immediate environment outside the school grounds. All cases will be reported to the police and a referral submitted to the Youth Justice Team if appropriate. The most serious sanctions will be put in place in instances where this element of the Conduct Policy is breached.

Searches

If we suspect a pupil of being in possession of a dangerous item or illegal substance this may initiate a search which involves asking the pupil to empty their bags, pockets etc. If a learner refuses, parents/carers 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.

Investigations

Whilst an investigation is being carried out in school learners may be placed into the Reset room, regardless of whether a conclusion has been reached. This is to ensure learners are kept safe and to minimise the immediate possibility of an escalation in the issue. Learners will be returned to lessons when it is deemed appropriate.

Consequences

If learners do not meet our school expectations they will almost certainly be having a negative impact on the learning and wellbeing of pupils and staff. Caerleon Comprehensive School will not tolerate disruptive behaviour in lessons or inappropriate behaviour outside of the classroom and around the school site. We trust our staff to use their professional judgement when dealing with incidents dependent on the degree of challenge the behaviour presents and the health, safety and wellbeing of all learners involved.

The school operates a Conduct Ladder for Years 7 - 11 as shown in the Appendix our Conduct Ladder is a guide for staff to use alongside both their teaching and behaviour strategies to assist them in reducing challenging and disruptive behaviour in the classroom and around the school site. It is used alongside many supportive wellbeing interventions to equip learners to make more positive choices and manage their own behaviour independently and effectively both in the classroom and school community.

The list of behaviours is not exhaustive. It is a guide to the level and type of behaviour that will incur consequences. Staff will award consequences at their discretion. Serious breaches of behaviour will be investigated thoroughly and the Headteacher will make the final decision taking into consideration the investigation outcomes and any mitigating circumstances.

Behaviour System:

B1: chance to change – this is a warning and carries with it no behaviour points. It is usually used as a first port of call in or outside lessons for low level behaviour.

B2: this carries with it 1 behaviour point and a detention and might be given for a number of reasons, such as a student not heeding the B1 warning, or increased silly behaviour. A B2 is given because, in the opinion of the member of staff, the behaviour warrants a detention.

B3: this carries with it 5 behaviour points and time in reset (usually a minimum of a day) and is reserved for when a B1 and B2 have not been heeded and/or there is a serious incident inside or outside the classroom.

Fixed Term Exclusion: this is reserved for very serious incidents and carries with it 10 behaviour points.

Behaviour points: these can be given to students for a variety of different reasons, such as not completing homework, unkindness, silly behaviour, late on the gate, forgotten AR book etc. These do not carry a detention or reset with them as opposed to the B2 (detention) and B3 (reset).

It should be noted that student behaviour is taken into consideration for all trips, visits and extra curricular activities and those with a high number of behaviour points may not be permitted to attend. If there is an incident prior to an event, the school reserves the right to withdraw a student from a trip, visit or extra curricular experience.

In Lessons

If a learner exhibits disruptive or challenging behaviour then a B1 will be issued. This is a formal verbal warning and the learner's name will be placed onto the board. The teacher will explain to the learner why they have been given a B1. This will be done in a clear and calm manner. The "Chance to Change" system encourages learners to take responsibility for their own behaviour based upon a system of choice, chance and then consequence. Staff remind learners of our expectations and this encourages the learner to make positive changes to their behaviour before any further consequence is applied.

A B1 does not carry any behaviour points and is not recorded on the Classcharts system.

If the learner does not take their “Chance to Change” and their unacceptable behaviour continues then the teacher will issue a B2. The reason for this will be explained to the learner in a clear, calm manner and the learner may be moved to a different seat, decided by the teacher, within the same classroom. The learner must move without discussion.

A B2 carries **1 behaviour point**, an automatic 30-minute detention at lunchtime on the following day and is recorded on the Classcharts system. A notification will go home.

If a learner persists with further disruptive behaviour or there is a one off incident that is deemed unacceptable then a B3 will be issued. The learner will be sent straight to the Reset room and must arrive within 5 minutes. The learner will complete the rest of the lesson plus 4 additional hours in the Reset room, including break/lunch and working until 3:20pm on the day they receive the B3. 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, ideally but not exclusively between 3:05-3:20pm, in order to resolve the issue and outline expectations going forward.

We recognise that some of our learners catch the bus after school and that collecting learners from school at 3:20pm may be inconvenient for some parents/carers. It is appreciated that our parents/carers will be reinforcing the school’s expectations to prevent this occurring in the first place.

A B3 carries **5 behaviour points** and is recorded on the Classcharts system. A notification will go home. For example:

Learner given a B3 during lesson 1 - Sent to Reset for the rest of lesson 1 and remains there for lesson 2, break, lessons 3 and 4, lunch, lesson 5 and finishes school at 3:20pm.	Learner given a B3 during lesson 3 - Sent to Reset for the rest of lesson 3 and remains there for lesson 4, lunch, lesson 5, finishes school at 3:20pm. Attends Reset for lessons 1 and 2 the following day.
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The Reset Lead will be notified of the time that the learner was sent; refusal to leave the classroom or non-arrival after 5 minutes will result in the On Call member of staff being alerted. **An additional hour will be added to the Reset time on these occasions.**

If a learner refuses to attend the Reset room then parents/carers may be called to assist. This could either be in the form of a phone call or request to attend school. If the learner still refuses to comply then this may result in a Fixed-Term Exclusion (FTE) being issued at the Headteacher’s discretion. This could be for half a day or more depending on the nature of the situation. Should this be the case then **following the FTE the learner will need to undertake any owing Reset time before they return to lessons.**

Staff will only record one behaviour entry per incident, i.e. a learner will not receive a B2 and a B3 in the same lesson.

It is important for parents/carers and students to be aware that behaviour points may be given to students outside of the B1, 2, 3 system. For example, a student may receive a behaviour point for forgetting equipment, homework or uniform.

Outside lessons

Outside of lessons teachers may award B1 (chance to change) for many different reasons. They may decide the incident warrants a behaviour point (for rudeness for example); they may decide to give a B2 (which carries with it a behaviour point and a detention) or it may be serious enough to warrant a B3 (which carries five behaviour points and time in reset – usually a minimum of a day).

Physical Education lessons

In PE lessons a B1 will be given if any item of PE kit is not brought to the lesson (e.g. no boots, socks etc.). The learner is given a “chance to change”.

A B2 would be for failure to bring any kit to the lesson. Professional discretion will be exercised where applicable, e.g. if a learner uses their kit on the previous night and cannot get it clean for lesson 1 the following day.

Detentions

Lunchtime

Detentions run from **1:25pm to 1:45pm** each day. Learners should arrive promptly and will use the session to catch-up or review schoolwork. If a learner arrives late or does not attend they will be given a further opportunity to undertake the detention. Failure to attend lunchtime detentions will result in an after-school detention of half an hour being issued. Please be aware that eating is not allowed in detentions. Learners may use the time after lunchtime detentions to use the canteen/eat their lunch.

After school

On a Monday the senior leadership team run a half an hour detention for those who have not attended their lunchtime detentions. If a student does not attend their half an hour after school detention, they will be given an hour's detention after school the next week. If a student does not attend this detention, a half day fixed term exclusion will be considered for repeated failure to follow the school's conduct system.

After school detention is also run as a sanction for truancy. Students who truant lessons will receive a half an hour after school detention on a Monday; this will escalate to an hour the following week if they don't attend the initial detention. If a student does not attend after school detentions, a half day fixed term exclusion will be considered for repeated failure to follow the school's conduct system.

After school detentions are also given for students who have four or more B2 sanctions in a fortnight.

After school detentions are also given for persistent lateness.

In after school detentions students will sit in silence and use the session to catch-up or review schoolwork.

Reasonable Adjustments

Should the need arise for a B3 to be used as a consequence for challenging behaviour for learners with additional learning needs (ALN), then the ALN department will be consulted and reasonable adjustments made. These may be, for example, although not exclusively, a staggered day/split time in the Reset room or movement breaks.

Managing Further Unacceptable Behaviour

Behaviour is monitored by the Form Tutor, Head of Year, Assistant Headteacher (Wellbeing) and Senior Leadership Team. Further strategies to support behaviour may include:

Discussion with Form Tutor - Learner placed onto Form Tutor Report Card at the HOYs discretion.

Discussion with Head of Year - Learner placed onto Head of Year Report Card at the HOYs discretion.

Home communication - The HOY will keep parents/carers informed of the situation via email or phone conversation. It is not uncommon for poor behaviour to be related to external circumstances and therefore keeping the HOY informed of any appropriate information may help the school to manage behaviour more subtly than by following the usual methods.

School Meeting - The parent/carer will be invited in to discuss the issue, or the parent/carer may request a school meeting. This may happen on more than one occasion.

Zoning Plan - If a learner presents with inappropriate behaviour at unstructured times (i.e. at break and lunch) then they may be placed on a Zoning Plan in which they will be directed to attend a specified area in order to minimise interaction with certain other learners.

Form Move - A learner may be placed into a different form group or move teaching classes if it will support the progress and wellbeing of all concerned.

Restorative Approach - Research shows that in some cases a restorative approach has a greater impact than a traditional sanction. In the restorative approach the victim is given an opportunity to express to the perpetrator how the incident made them feel. Both parties must consent to the meeting beforehand and the meeting is facilitated by a trained member of staff.

Reset - The learner works in the staffed Reset room for the duration of the school day (s). Mobile phones and devices are handed into the Reset lead. The learner is given a different break and lunch time to their normal timetable. Work is provided by staff according to the learner's normal timetable. This system is used to allow learners to reflect on their behaviour whilst keeping up with their timetabled work. The number of days a learner spends in the Reset room is determined by the HOY through discussion with the AHT Wellbeing. If a learner fails to adhere to the Reset rules, then they may be awarded further days in Reset.

Pastoral Support Plan - A school meeting is held and chaired by the Assistant Headteacher (Wellbeing). All relevant stakeholders are invited to contribute to a Pastoral Support Plan (PSP) which sets out how best to support the student. Targets are set and agreed by all, with clear consequences should they not be achieved. A PSP review meeting will be set (usually 4 school weeks).

Amending Provision - The school may look at using a bespoke timetable with a later start / early finish. The use of the Learning Support Base (LSB) may be considered. Alternative provision off site may be used, as well as work experience where appropriate.

Internal Isolation at a different school – This is arranged formally through the Managed Move Panel. Caerleon Comprehensive (CCS) will request a different school to host a learner in their Internal Isolation room. Parents/carers are informed of the agreement. The learner must bring a packed lunch and work will be provided by CCS. Travel arrangements are agreed between the two schools to ensure the learner is collected and returned to CCS.

Internal Isolation at the Bridge Achievement Centre (Pupil Referral Unit) - This is arranged formally through the Managed Move Panel as above.

Intervention Placement the Bridge Achievement Centre (BAC) – This is arranged formally through the Managed Move Panel. The learner attends the BAC for approximately 6 weeks instead of attending CCS. During this time the BAC provides education whilst carrying out assessments which are aimed to support the student in their reintegration back to CCS at the end of the 6- week period. The learner returns to CCS for one day per week so that contact with CCS is maintained. Following reintegration a period of outreach work may be accessed by CCS in which the BAC worker supports the pupil at CCS on a weekly basis. A 6- week BAC placement must be consented to by the parent/carer.

Fixed-Term Exclusion – A formal Fixed-Term Exclusion (FTE) may be awarded by the Headteacher only. The parent/carer will be formally notified by a letter. If the exclusion is longer than 15 days, local authorities have to make sure that full-time education is provided from the 16th day, at another school, at a pupil referral unit or somewhere else. A reintegration meeting will be arranged following the FTE period at which the learner, parents/carers and AHT Wellbeing will discuss the expectations prior to reintegration. The learner will not be allowed to return to lessons until this meeting has taken place and will work in Reset upon their return to school should the meeting not have been attended by all required. At this meeting certain stipulations may be put in place in order to facilitate the reintegration (for example, accessing support during certain lessons or a restricted-movement plan).

Permanent Exclusion - In extreme cases the Headteacher may decide that there is no alternative other than issuing a permanent exclusion from school. 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 or using an illegal drug or 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 well-being of the school community.

The school's exclusion arrangements are in line with the Welsh Government guidelines - <https://gov.wales/exclusion-schools-and-pupil-referral-units-pru>

If a learner's behaviour or attendance does not meet the required expectations, then they may not be considered for a place on a school trip or educational visit. If a place on a trip or visit has been awarded and there is subsequently a

concern, then the place may be withdrawn.

Behaviour and Support Interventions

Learners who have underlying reasons for their challenging behaviour e.g. diagnosed additional learning needs, identified wellbeing or access to learning concerns are supported by a wide team of in-house professionals. Learners displaying challenging behaviour that is causing a barrier to their learning are identified by the Wellbeing team (Heads of Year, Learning Coaches, Learning Support Base Leader, ALN Department) and discussed in fortnightly Wellbeing meetings, with an aim to reducing this pattern of behaviour and offering support to the learner to make more positive choices and progress day-to-day. Our Reset Lead works in our Reset room and will organise restorative meetings to help re-establish relationships with staff and other learners, allowing time to reflect upon and see the long term consequences of their actions.

Our Learning Coaches, Pastoral Support Officer and Pupil Assistance Leads (PALs) also support learners with their wellbeing and academic progress.

The school has access to external support which may be in the form of a Youth Worker, a School Based Counselling referral via Talking Zone or a SPACE Wellbeing (“Single Point of Access for Children’s Emotional Wellbeing”) referral to the Local Authority.

Safety Plans and Risk Assessments

Safety plans and risk assessments may be prepared for any high challenge learner who has engaged in significant high risk taking behaviours or there is significant suspicion that they are bringing items to school that endanger themselves or others. Part of the agreement for their return to school provision may involve a daily/random bag search.

Sixth Form

Sixth form students are part of the school community and the whole school conduct policy does apply to them. Similar sanctions and rewards will be given. However, 6th form students and parents are expected to sign and abide by the learning contract. Students who break this contract will be subject to similar sanctions as students in other years.

Sixth Form Student & Home Learning Contract

The Student Learning Contract is intended to give students a clear understanding of what they can expect from Caerleon School Sixth Form and what will be expected of them in return. This contract lays out our expectations of you as a student in Caerleon Sixth Form. Please read and consider it carefully. As a member of the Sixth Form, you are expected to fully uphold each of the responsibilities shown and to accept that sanctions will be imposed if you are not meeting these guidelines.

Academic Commitment

- I recognise that this is **FULL TIME** education and my time commitment to school is 8:45 to 3:05 every day
- Commit myself to the study of a minimum of two academic subjects and the Welsh Baccalaureate qualification.
- Complete all work to the required standard by the set deadlines.
- Work with determination to fulfil your potential.
- Take responsibility for my own learning both within and beyond the classroom.
- Use my private study time effectively within school hours
- Arrive at school every day from 8:45 for form time and with a positive mindset to learn
- Complete at least 3 hours of independent study per subject each week.
- I will be organised and prepared for lessons.
- I will meet all deadlines and accept that if I do not meet deadlines that my work might not be marked and I will be subject to departmental and school sanctions including supervised study in the progress room
- I will attend all assemblies and enrichment sessions that are there to support my learning.
- I accept that if these academic standards are not met then sanctions and interventions will be implemented.
- I understand that if I achieve a U grade at AS I will not be able to continue with that subject
- I understand that if I do not achieve at least 2 E grades (or equivalent) in 2 AS subjects I will not be enrolled into year13.

Classroom and Lesson Conduct

- I will arrive on time and be prepared to learn in lessons and form time.
- I will adhere to a seating plan as arranged by my teacher without complaint.
- I will concentrate and listen to my teacher when instruction is being given.
- I will eliminate all social discussions during lessons and focus fully on the teaching and learning.
- I will not disrupt the learning of others with inappropriate behaviour and distractions.
- I will not bring food and drink to lessons (except water).
- I will not **use or have my mobile phone out** in a lesson unless instructed to do so by my teacher to assist with the lesson.
- I will place my phone in a mobile phone box at the front of the class if instructed to do so by my teacher.

General Behaviour and Conduct

- I recognise that I am a role model as a senior member of the school community and will model the highest standards of behaviour at all times.
- I will respect the authority of teachers and other staff, communicating in a polite and appropriate manner. This includes electronic communication such as email.
- I will demonstrate excellence in the way I take the responsibility of an independent learner so others will follow my example.
- I will take responsibility to challenge the poor behaviour of others e.g. by leading on the buses.
- I accept that the 6th form referral system will be used to sanction and improve poor behaviour.

Homework

- I accept that if I fail to submit homework on time that I will be given a referral to the progress room where I will be expected to study under supervision.

Attendance

- I will aim to achieve 100% attendance.
- I will arrive and be seated in my form by 8:45 every day.
- I aim to achieve 100% punctuality to all lessons and activities. I recognise that persistent lateness is disruptive to my learning and to the classroom teacher and I will be subject to internal sanctions.
- I will provide parental authorisation for all absences and accept that if my lesson attendance falls below 85% I may not be entered for external examinations.
- I recognise that It is not appropriate to book activities that could be followed in out of school time e.g. driving lessons, work shifts etc.
- I will always sign out when I leave the site and sign back in when I arrive. I understand that this is crucial from a safeguarding perspective.

Uniform

- I will follow all of the requirements of the Sixth Form dress code and understand that I am a role model for the younger students.
- I accept that If I am dressed inappropriately, I may be sent home to change, if this isn't possible I may be asked to work in Reset or the progress room.
- I accept that if I wear items that are inappropriate and are not allowed in the dress code that these will be confiscated by a member of staff e.g. hoodies, branded sweaters etc.

School Environment

- I will respect the school buildings and environment and actively work to enhance their quality by caring for the accommodation provided.
- Keep all areas clean and tidy, all rubbish to be cleared away and any damages to be reported.

Personal Responsibility

- I understand that acts of bullying to my fellow students, in any form (cyber, verbal etc.) will be dealt with stringently.
- I will give to the school community in mentoring and initiatives that help improve the lives of others. Give beyond the school community in volunteering and community service. This will link to my WBQ and will significantly enhance future applications.
- I will strive to help create an aspirational culture within and beyond the Sixth Form environment.

- I will drive safely when arriving and leaving the school, especially on Cold Bath Road.

Under this agreement Caerleon School Sixth Form will provide:

- An Individual Learning Pathway document and plan that meets your needs.
- Quality teaching in the curriculum subjects on offer.
- A friendly, caring and supportive environment.
- A tutor who monitors your progress and provides guidance.
- Access to the schools wellbeing team including a dedicated Head of Year and the support of a learning coach.
- A student development programme suited to your needs including access to careers advice and guidance.
- The opportunity to take part in leisure and extra-curricular activities.
- A programme to celebrate your success.

Supported Self Study Referrals

Students in the 6th form are expected to work to their potential inside and outside of lessons. The appropriate use of non- contact time is crucial for success. Students who are persistently not meeting the expected standards regarding the submission and standard of work can be given a study referral where it will be mandatory for them to attend our progress room where they will be supervised to complete work. Students and parents will be informed when a referral is required. Students who refuse to attend these sessions will be subject to escalated sanctions.

Absent from timetabled lesson but in school

Students who wilfully miss timetabled sessions (including form time, WBQ, assemblies and the weekly enrichment session) will be deemed to be truanting and subject to the same sanctions as students lower down the school.

Incorrect Uniform

We expect the very highest standards from our 6th form students. Students arriving to school in non-uniform or incorrect uniform will be asked to either return home and change or work in the progress room for the day.

Sixth Form Specific Behaviour Interventions

Please note that interventions will take place if the student is in breach of the learning contract outlined above.

Stage One

Concerns will be noted on Class Charts system by subject teacher, HOD, form tutor, head of year or Head of Sixth Form. Concerns will be highlighted when the student is in breach of any aspect of the learning contract. This may trigger a conversation between the student and the head of year depending on the nature of the concern. This may then be passed onto the Head of Sixth Form for further discussion with the student. Behaviour will then be monitored. A referral to the progress room or Reset might be necessary if the incident has caused a disruption to the lesson. Students not completing work in class or at home will be dealt with through the supported study referral system.

Stage Two

Support will be offered to the student. The nature of this support will be tailored to both the circumstances and the individual student. This may take the form of:

- Meetings with the Head of Year to discuss progress, study skills, wellbeing etc;
- Being put 'on report' in order to enable the Sixth Form team to monitor progress
- The student being assigned to the progress room during non-contact time so they can focus on studying without distractions

At this point, parents may be contacted to alert them to concerns.

Stage Three

The student will attend a formal meeting with their Head of Year, in which they will be given a verbal warning. At this point parents will be contacted and may be asked to attend a meeting. An email will be sent home to outline the concerns discussed. The student will be set specific targets and placed on a Pastoral Support Plan.

Stage Four

The student will attend a formal meeting with their Head of Year and the Head of 6th form. Parents will be asked to attend the meeting. A second warning will be issued and a letter explaining this sent home.

Stage Five

Students will meet with the Head of Sixth Form and are set specific targets. A warning letter will be sent detailing these targets and then with no improvement the student's place in Caerleon Sixth Form will be withdrawn.

Withdrawal of Sixth Form place

The Headteacher may decide that permanent exclusion is necessary because:

- All other steps to encourage the student to obey the school rules and the terms set out in the learning contract have failed.

Addendum to 6th form code of conduct pertaining to

1. Persistent lateness to lessons and registration
2. Truancy from lessons, registration and enrichment sessions

Punctuality and excellent attendance to form time, enrichment and lessons are essential for you to maximise your potential in the 6th Form. The learning agreement states that you accept that you must attend all these sessions. Students who persistently have poor punctuality or attendance will be subject to the following sanctions and removal of privileges. These sanctions reinforce our high expectations of our students in our 6th Form.

1. Students will be given a report card that must be signed by their teacher in each timetabled session to say they were on time and in attendance; the report card must be returned to the Head of Year at the end of every day.
2. If there is no improvement in punctuality and attendance after step 1, then students will have signing out privileges removed; students will not be able to leave to go to the village at any time in the school day.
3. If the student is still not improving their time keeping and attendance then they will be placed into the sixth form referral room during non-contact periods and will be required to be in school from 8:45 to 3:05. Students will not be able to sign out to visit the village, nor will they be able to sign out at 1:20pm to go home.

These privileges will only be reinstated when students show an improvement in their attendance and/or time keeping.

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

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

Show the [Rule Reminder](#) slide at the start of each lesson.

<p>Teach and remind basic routines for entering/ leaving the class/transitioning between activities and be consistent - coats off, phones away (or in box), dismissing one row at a time etc.</p>	<p>Rule reminder - Does the learner know how to correct their behaviour? E.g. Next time please knock the door and wait before entering the classroom.</p>	<p>Give a clear warning - 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 class from learning”.</p>
<p>Use eye contact to acknowledge poor behaviour e.g look at the off task learners and stop talking mid-sentence.</p>	<p>Model the behaviour you want to see e.g “This is how I want you to ask for help - put your hand up and be patient” (acknowledge the waiting learner). Don’t use negative language such as “shut up”.</p>	<p>Establish relationship -Talk to the learner to ascertain the problem.</p>
<p>Verbally acknowledge good behaviour. It’s important we publicly praise positive attitudes to learning.</p>	<p>Use problem solving prompts- Allow learners to pause, think, self-correct. Encourage responsibility. “What is the rule for phone use?”</p>	<p>Engage not embarrass- Ask a question the learner has a chance of getting right which draws them back on task.</p>
<p>Use descriptive requests Instead of “pay attention” say “turn to face me and listen without talking”.</p>	<p>Use short, to the point phrases to get attention. I expect you to... thank you. I want everyone to...thank you.</p>	<p>Prevent escalation with a calm voice and even tone. Don’t shout at the whole class or individuals.</p>
<p>Plan a variety of tasks e.g collaborative / independent This can allow freedom to talk to individuals privately without disrupting learning.</p>	<p>Give a clear explanation of the task both verbally and visually. Consider the task. How can I make it clearer? E.g. word banks/ sentence stems/model answer.</p>	<p>Check the learners’ understanding of the task. Do they need a different explanation or for another learner to explain it to them?</p>
<p>Use “Tri, Dau, Un” (3, 2, 1) with body language (hand) for whole class attention rather than using a raised voice.</p>	<p>Set a rewards carrot. If we complete this today ...</p>	<p>Provide equipment if that poses a barrier to learning e.g a pen or white board for learners who struggle to wait their turn</p>
<p>Provide choices/ options in your warning. “You can either continue quietly with your work or there or you can move seats and work on your own”</p>	<p>Encourage relevant talk “I can see you have lots to talk about today, let’s hear what you have to say about.....(learning question)</p>	<p>Use distraction techniques- “What colour highlighter shall I use for these quotes Lloyd?”</p>

Consequence Referral Table

Behaviour	Initial action	Minimum consequence	Escalated consequence	Suggested Timescale
Verbal abuse of staff and or other learners.	Learner is taken to Reset or other defined area. Discussion with learner. Incident statement taken.	Toward learner – detention. Restorative approach.	Reset → Fixed Term Exclusion	1 – 5 days
		Toward staff – Reset. Restorative approach.	Fixed Term Exclusion → Managed Move → Permanent Exclusion	
Physical abuse of staff and or other learners.	Learner is taken to Reset or other defined area. Discussion with learner. Incident statement taken.	Toward learner – detention. Restorative approach.	Reset → Fixed Term Exclusion → Managed Move → Permanent Exclusion	1 – 5 days
		Toward staff – Reset. Restorative approach.	Fixed Term Exclusion → Managed Move → Permanent Exclusion	
Misuse of technology including bullying, tormenting or inciting others.	Discussion with learner. Statement /evidence obtained.	Detention. ICT privileges removed. Restorative approach.	Reset	1 – 3 days
Use or possession of illegal substances including vapes.	Learner searched and items removed.	Reset.	Fixed Term Exclusion → Managed Move → Permanent Exclusion	1 – 5 days
Vandalism / Theft	Discussion with learner. Statement / evidence obtained.	Reset	Fixed Term Exclusion Police involvement.	1 – 5 days
Truancy	Discussion with learner. Possible report as missing to police.	Reset	Fixed Penalty Notice	Dependent on truancy period.
Uniform offences	Fallback uniform offered. Parent/carer contacted to support.	Reset	Reset until resolved	Reset until resolved
Persistent lateness to lessons (more than 5 minutes)	Teacher to mark on Classcharts noting minutes late. Weekly late to lesson report done by Attendance Officer Friday pm.	Detention.	Reset	1 – 3 days

Conduct Ladder Lessons - Learner Version

Code	Consequence	What the learner needs to do
B1	<p>You will be given a first warning. Name recorded on board.</p>	<p>This is your chance to change and make the right choices.</p>
B2	<p>You will be given a second warning and you will be moved to a different seat. Automatic 30 min lunch detention on the following day. 1 Behaviour Point. Notification sent home. <i>Three or more lates to either a lesson or a registration session in a fortnight will incur a B2 detention.</i></p>	<p>Move to the new seat at the first instruction. If no seat is available the B2 will be recorded and consequences apply.</p>
B3	<p>You will be sent to Reset for the rest of the lesson and for the next 4 lessons, including break and lunch. You will remain in Reset until 3:20pm. Hours will be rolled over to the following day to ensure all time is served. Phone removed and returned at the end of day. 5 Behaviour Points. Notification sent home.</p>	<p>You must arrive in Reset within 5 minutes of leaving the classroom. Refusal to leave or arriving more than 5 minutes late to Reset will result in an extra hour added to your Reset time.</p>

Conduct Ladder in Lessons - Staff Version

Remember the “Planning to Plenary” Behaviour Checklist

Homework / equipment / uniform issues can be logged on Class Charts (0 points). Use the PhoneBox - remove all phones before learners enter your classroom.

Code	Behaviour Example	Staff action / Consequence / Intervention
B1	<ul style="list-style-type: none"> • Disrupting others learning • Refusal to follow instructions • Being unkind to others • No effort to complete classwork • Incomplete PE kit 	<p>Do not record on Class Charts. Issue Verbal Warning - explain what this is for / write name on whiteboard. Use appropriate “Chance to Change” checklist strategies.</p>
	<ul style="list-style-type: none"> • Using phone in lesson 	<p>Phone confiscated and handed to Student Reception for collection end of day / record on Class Charts.</p>
B2	<ul style="list-style-type: none"> • Repeated disruption to others learning • Repeated refusal to follow instruction • Unkind to others • Disrespectful attitude to staff • No PE kit 	<p>Record on Class Charts - 1 behaviour point. 5-minute timeout outside classroom - <i>used at member of staff’s discretion and must be purposeful (i.e. a conversation must take place with the learner).</i> Learner moved to a different seat within the class where available. If not - issue the verbal B2. 30 minute B2 detention (1.25 - 1.55pm) during the following day with ASG.</p>
	<ul style="list-style-type: none"> • Inappropriate language/behaviour around school e.g. dropping litter. 	<p>Record on Class Charts - 1 behaviour point. 30 minute B2 detention (1.25 - 1.55pm) during the following day with ASG.</p>
B3	<ul style="list-style-type: none"> • Persistent disruption of others' learning • Persistent refusal to follow instructions • Repeated unkindness to others • Inappropriate language directed at or around staff. • Refusal to follow seating plan • Refusal to hand phone over • Repeated disrespectful attitude to staff • Deliberate vandalism in or out of the classroom. 	<p>Learner sent to Reset - must arrive within 5 minutes. Ensure they have work to complete. Email reset@caerleoncomprehensive.net Record on Class Charts - 5 behaviour points. Refusal to leave - call 194 to speak to Reset Lead in the first instance, or 0 if no answer from Reset Restorative meeting to take place (ideally in Reset on same day 3:05-3:20pm).</p>

STAFF SHOULD BE AWARE THAT YOU CAN GIVE BEHAVIOUR POINTS TO LEARNERS OUTSIDE OF THE SYSTEM ABOVE, FOR UNIFORM, UNKINDNESS ETC. THESE BEHAVIOUR POINTS DO NOT CARRY A DETENTION OR A RESET; ONLY A B2 (DETENTION) AND B3 (RESET) CARRY THESE CONSEQUENCES.

Appendix

Protocols for behaviour/wellbeing incidents at Caerleon Comprehensive School

These protocols should be read in conjunction with our Communication Code and our Conduct Code. They are useful for staff and parents/carers to understand how issues are investigated and resolved by the pastoral team at Caerleon Comprehensive.

Caerleon Comprehensive School Protocols for friendship Issues between learners:

- Students should report issues to do with friendship fallouts to their form tutor in the first instance. The tutor will either deal with the issue themselves if it is minor, or in the case of more significant or ongoing issues, pass this on to the head of year.
- The head of year will ask one of our PALs to take statements from the students to ascertain all sides of the story. The students will be asked to talk through their statements with the PALs. The students will also be asked if they would like to make friends again, or if they would rather stay away from one another and remain civil.
- The PALs will arrange for restorative sessions with the students to resolve the issues (as long as all parties are in agreement). Following this the students will either be asked to stay away from one another and remain civil, or sometimes the friendship/issue can be resolved and the students become friends once more. This will depend on what has happened and the wishes of the students.
- The PALs will update the head of year (via email/in person) and parents/carers on the issue (via telephone) and how it has been resolved once all of the above steps have been taken. The PALs will enter relevant details into our Class Charts system to record the incident and how it was resolved. The PALs also have their own tracking system where they will record incidents and outcomes and this is shared with HoYs and SLT.
- If students have not reported a friendship fallout themselves, parents/carers should firstly encourage them to do so. If there is an issue with the student reporting it themselves, we ask that parents contact the head of year via email to report the issue.
- The head of year will send a holding email back to the parent/carer within 48 hours, to let them know that the PALs will deal with the issue at the next available opportunity and then the above process will be followed.
- We ask that parents/carers reiterate to their children that they should not use social media to be unkind to other students or refer to incidents that have occurred in school. Many of the issues we deal with in school are as a result of problems that have started outside school and on social media particularly and we appreciate parent/carer support with this.

Caerleon Comprehensive School protocols for dealing with incidents of bullying

- Please note that Caerleon Comprehensive schools defines bullying as the repetitive, intentional hurting of one person or group by another person or group. We encourage students to report all instances of unkindness to their tutor, or a member of staff and it will be dealt with; when this unkindness becomes persistent then it is considered to be bullying.
- In instances where unkind behaviour has been repeated, students should report this to their form tutor or head of year. It may be the case that the form tutor or head of year notices that an issue is becoming repetitive and will therefore take action at this stage anyway without a formal report being made by a student.
- The head of year will refer the incident to one of our PALS, who will take statements from the students regarding what has been happening. The PAL, once the information has been gathered, will then seek advice from the head of year or the Assistant Headteacher/Associate Headteacher (wellbeing and inclusion/care, support and guidance) about what actions to take in terms of supporting and sanctioning students where appropriate.

- After they have sought this advice, they will update all parents/carers concerned in relation to the support that can be provided/sanctions for those who need these. If the head of year/Assistant or Associate Headteacher suggests a referral is needed to the Reset room, the PALS will make this referral. More serious sanctions will be dealt with by the Assistant Headteacher responsible for wellbeing/inclusion.
- The bullying incident will be recorded on our Class Charts system by one of the PALS who will indicate in the Class Charts write-up how the issue has been resolved also.
- If students have not reported a bullying issue, parents/carers should firstly encourage them to do so. If there is an issue with the student reporting this themselves, we ask that parents contact the head of year via email to report the issue.
- The head of year will send a holding email back to the parent within 48 hours, to let them know that the PALS will deal with the issue at the next available opportunity and then the above process will be followed.
- We ask that parents/carers reiterate to their children that they should not use social media to be unkind to other students or refer to incidents that have occurred in school. Many of the issues we deal with in school are as a result of problems that have started outside school and on social media particularly and we appreciate parent/carer support with this.

Caerleon Comprehensive School protocols for dealing with social media issues:

- If there is an issue on social media, students should report this to their head of year and provide them with the evidence of this. If parents wish to report this, we ask that they email their child's head of year.
- According to our Conduct Code, students who misuse social media to be unkind to other students will receive time in Reset.
- Our PALS will contact parents/carers to inform them if their child is misusing social media, inform them of this sanction and ask for their support in resolving this.
- If the school has intervened with appropriate sanctions and support and sadly this hasn't worked, parents/carers may need to take the issue to the police. Students who persistently misuse their phones/social media to be unkind to other students will receive a phone ban in school in accordance with our Conduct Code.

Caerleon Comprehensive School protocols for dealing with incidents of violence/aggression:

- With 1,500 students on site there are occasions where students fall out and this can sometimes, though rarely, end in physical aggression between students.
- When incidents of aggression happen, students will be taken to the school nurse to receive medical attention. The nurse will contact home as soon as possible to inform parents/carers of any injuries and that the incident has occurred. Parents/carers will be asked if they are happy for their child to stay in school or if they wish to come and check them over themselves before making that decision.
- Students will then be taken to one of our PALS to write a statement and talk over the incident.
- The PALS will seek advice from the Head of Year or the Assistant/Associate Headteachers about appropriate sanctions and support for students. If a referral to Reset is required, the PALS will make this referral. More serious sanctions will be dealt with by the Assistant Headteacher responsible for wellbeing/inclusion.
- The PALS will then contact home to share information with all parents/carers and record the incident on Class Charts. If an exclusion is required, this will be communicated via telephone or email by the head of year, Assistant Headteacher or another member of the leadership team.
- If another bullying incident occurs with the same perpetrator, it should be reported in the same way and will be dealt with in the same way, except there will be an escalated sanction for the perpetrator. The school may consider fixed term exclusions, managed moves/alternative education

options or permanent exclusions for students who persistently bully other students, even after sanctions and support have been provided to the student.

Important points to note:

- Please note that when parents/carers report any issues to the head of year via email, we ask that they do not cc in other members of staff. This can cause confusion about whom the email is for and often causes delays in matters being dealt with.
- If on the rare occasion parents/carers have not received a holding email from Heads of Year within 48 hours, then parents/carers should escalate their email in accordance with the Communication Code. Please do not escalate your concerns without allowing the head of year adequate time to respond and follow the procedure above.
- If there is an emergency issue and you need to speak with a member of staff urgently, we recommend that you ring the school, as opposed to emailing, and the matter will be dealt with as promptly as possible.

With over 1,500 learners on site, we hope parents/carers understand that we simply can not prevent every single incident that may occur. We hope that through these clear protocols that what we can do, is support learners and their families to resolve issues quickly and efficiently, so that all learners' wellbeing is secure.

Policies Equality Statement

At Caerleon Comprehensive School, we serve a diverse community and take account of a wide range of needs. In accordance with the Equality Act (2010), our policies and learning and teaching strategies fulfill our duty to serve people according to their needs and promote equality. In order to embed fairness in all aspects of school life, we take account of equality as we formulate, develop and update school policies and plans.

Our vision and values promote inclusivity and equality and tackle discrimination. We have high expectations for all our pupils and staff. Our equality statement is guided by core principles:

- All learners are of equal value;
- We recognise and respect difference;
- We foster positive attitudes and relationships and a shared sense of community and belonging;
- We observe good practice in recruitment, retention and staff development;
- We aim to reduce and challenge barriers to equality at every opportunity.