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

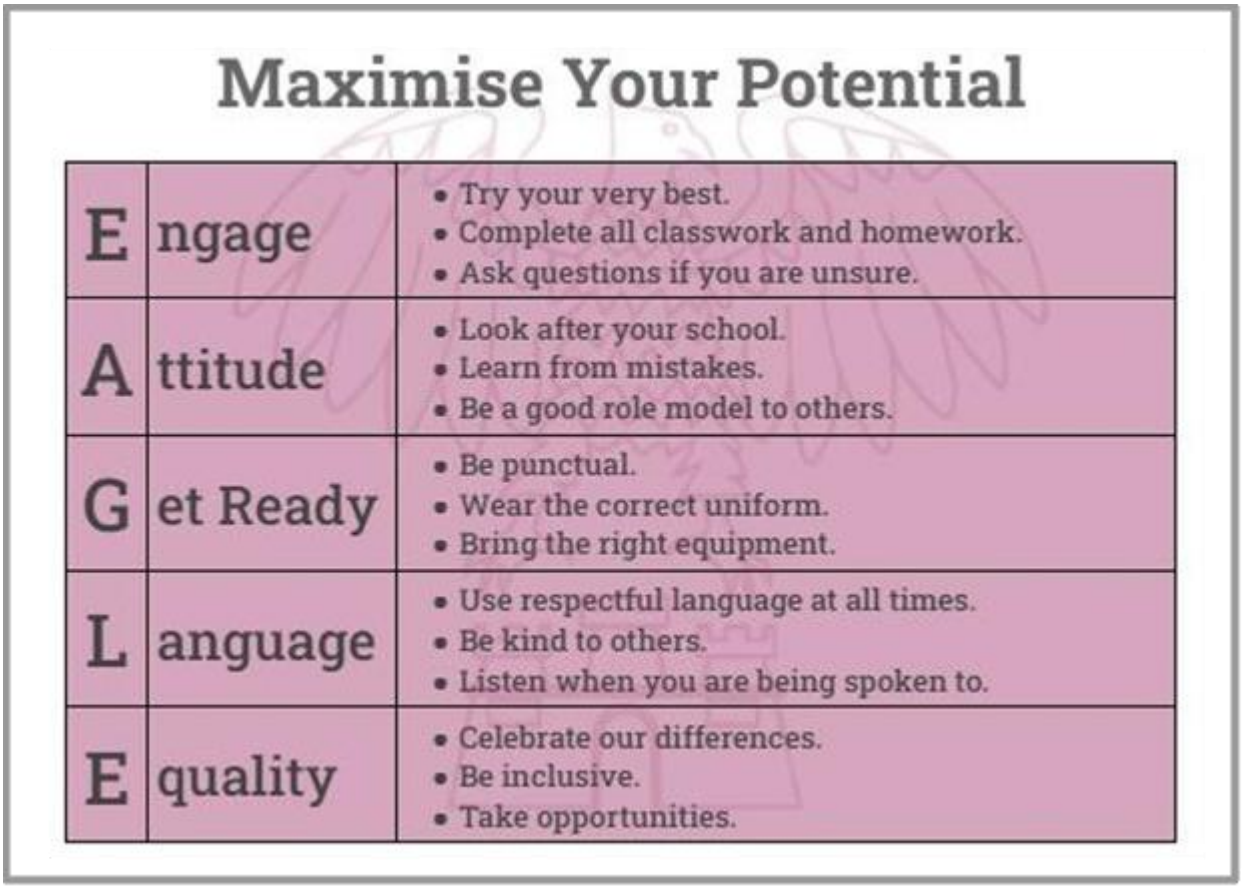
We recognise that every individual who is part of the school community has rights and responsibilities, indeed we believe that rights are everyone's responsibility.

Learners have the right:	**Learners have the responsibility**:
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.	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:	**Staff have the responsibility:**

To enjoy being in school; To be respected; To have a safe and happy school environment; To teach without interruption.	To come to school prepared and organised; To help others enjoy being in school; To respect the school community; 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.

Maximising the Potential of our Learners

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



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. 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.
- The School's school based counselling service, provided by The Exchange, can be accessed via the school website.
- 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://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. Ideally absence should be reported via classcharts, but you are able to email the attendance officer if you need to (for Years 7-11 ccs.attendance@newportschools.wales ccs.post16attenndance@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

Mobile Phone Policy

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 metal 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.

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 time 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.

Behaviour System:

General behaviour points: these can be given to students for a variety of different reasons, such as not completing homework, unkindess, silly behaviour, late on the gate, forgotten AR book etc.

School Trips and extra-curricular activities
It should be noted that student behaviour including lateness to school and punctuality to lessons 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 these cases it may not be possible to refund the cost of the trip. Opportunities to represent the school (eg in sporting events) may be withdrawn if behaviour falls below expected standards.

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 20-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 time spent in reset is decided by the staff member according to the behaviour displayed and the member of staff's professional judgment. There are two levels of B3; level one (the rest of the current lesson, all the following lesson and a break or lunch time) and level two (the rest of the day). Sanctions will continue onto the next day if appropriate.

A B3 carries **5 behaviour points** and is recorded on the Classcharts system.

Parents/carers will receive an email informing them of a B3. If parents/carers wish to discuss the behaviour, they should contact their child's Head of Year.

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.

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 Behaviour points for many different reasons. They may decide the incident warrants a behaviour point (for rudeness for example); they may decide to give a B2 or it may be serious enough to warrant a B3.

Lunchtime Detention

Detentions run from **1:25pm to 1:45pm** each day. Learners should arrive promptly and will use the session to read, or catch-up on 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 Detention

On a Monday the senior leadership team run a detention for those who have not attended their lunchtime detentions or for those students who have truanted. 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 in Reset will be awarded.

For persistent offenders further sanctions will be considered, such as students being withdrawn from trips/visits and other extra curricular opportunities until the detention is served. Parents will be contacted to discuss their child's repeated failure to attend detention. A half day fixed term exclusion will be considered for repeated failure to attend detentions.

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. This system is used to allow learners to reflect on their behaviour whilst keeping up with their timetabled work. The number of hours/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 – Caerleon Comprehensive (CCS) will request a different school to host a learner in their Internal Isolation room. Parents/carers are informed of the agreement.

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) – 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.

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.

Managed Move – The student will be moved to another Newport School

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 - Exclusion from schools and pupil referral units

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 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 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 The Exchange 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
Caerleon Sixth Form Learning Agreement

The Student Learning Agreement is intended to provide students and parents/carers with a clear understanding of what they can expect from Caerleon Sixth Form and what will be expected from learners in return. This agreement identifies our expectations from ALL learners in Caerleon Sixth Form, please read and consider it carefully. As a member of the Sixth Form, learners are expected to fully uphold each of the responsibilities outlined and to accept that sanctions will be imposed if they are not meeting these guidelines.

ASSOCIATED POLICIES:

- Conduct Policy – **CLICK LINK TO VIEW POLICY**
- Uniform Policy – **CLICK LINK TO VIEW POLICY**
- School IT Equipment & Systems – **CLICK LINK TO VIEW POLICY**
- Communication Code – **CLICK LINK TO VIEW POLICY**

ACADEMIC COMMITMENT:

- Commit to the study of a minimum of TWO Level 3 courses alongside the Advanced Skills Baccalaureate Wales.
- Work with determination to maximise my potential and complete **ALL** work to the required standard and by the deadlines set.
- Take responsibility for my own learning both within and beyond the classroom.
- Use my private study time effectively within school.
- 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.
- Be organised and prepared for lessons.
- Commit to meet **ALL** deadlines and accept that if I do not, my work might not be marked, and I will be subject to departmental and school sanctions.

- Attend **ALL** assemblies, enrichment, tutorials and form sessions, as they are a compulsory component of Caerleon's Passport to Success programme.
- Accept that if these academic standards are not met then sanctions and interventions will be implemented.
- Understand that if I achieve a U grade at AS I will not be able to continue with that subject during year 13.
- Understand that if I do not achieve at least TWO E grades (or equivalent Pass grades) in 2 AS/vocational subjects I will not be able to continue to study in year 13. This does not include the Advanced Skills Baccalaureate Wales qualification as this is a 2-year course and is not graded until the end of year 13.

CLASSROOM AND LESSON CONDUCT:

- I will arrive on time and be prepared to learn in **ALL** lessons.
- I will adhere to a seating plan as arranged by my teacher, without complaint.
- I will concentrate and listen to my teacher when instructions and explanations are 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 (except water) to lessons.
- I will not **use/have my mobile device** (including AirPods/headphones) **out** in lessons, unless instructed by my teacher.
- I will place my phone in a mobile phone holder at the front of the class if instructed to do so by my teacher.

GENERAL BEHAVIOUR AND CONDUCT:

- I recognise as a senior member of the school community that I am a role model and will always model the highest standards of behaviour.
- 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 as an independent learner and lead by example.
- I will take responsibility to challenge the poor behaviour of others within our community.
- I will adhere to all aspects of the school conduct policy and accept that sanctions will be imposed if these high standards are not met.
- I accept that the 6th form referral system will be used to sanction and improve poor behaviour.

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 will provide parental/carer authorisation for **ALL** absences and accept that if my lesson attendance falls below 85% I may not be entered for external examinations.
- ∉ I understand that unauthorised absences will be communicated with home via School Comms.
- ∉ I accept that I should only book activities such as driving lessons, work shifts etc, once the school day has ended.
- ∉ I will always sign out when I leave the site and sign back in when I arrive, using the Sixth Form QR code system.
    - ⊄ I understand that this is a crucial safeguarding protocol.

UNIFORM:

- ∉ I will follow all 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 is not possible, I may be asked to work in the sixth form supervised self-study area.
- ∉ 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.

- I will keep all areas clean and tidy, ensuring all rubbish is cleared away and any damages to be reported.

PERSONAL RESPONSIBILITY:

- I understand that bullying, 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 experiences of others, such as volunteering and community service. This will link to my Advanced Skills Baccalaureate 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 SIXTH FORM WILL PROVIDE:

- An Individual Learning Pathway document and plan that is appropriate to your academic ability and meets your needs and aspirations.
- 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 school's wellbeing team including Heads of Sixth Form and the support of a learning coach.
- Access to Caerleon's Passport to Success, a programme of personal and academic development, suited to your needs.
- Access to post-18 destination planning, careers advice and pastoral guidance.
- The opportunity to take part in leisure, extra-curricular, and super-curricular activities.

When completing the application to return to sixth form, learners and parents/carers, agree to accept and adhere to the expectations in this Student Learning Agreement (and associated policies), including any consequences and sanctions outlined in our sixth form policies.

Your support is invaluable in continuing the excellent partnership between the school, learners and parents/carers, and helps provide all learners with the best opportunity to maximise their potential.

"Chance to Change" Checklist - use when a B1 warning 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.

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 at time etc.	**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.	**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".
Use eye contact to acknowledge poor behaviour e.g look at the off task learners and **stop talking mid-sentence.**	**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".	**Establish relationship -**Talk to the learner to ascertain the problem.
Verbally acknowledge good behaviour. It's important we **publicly praise positive attitudes** to learning.	Use **problem solving prompts-** Allow learners to pause, think, self-correct. Encourage responsibility. "What is the rule for phone use?"	**Engage not embarrass-** Ask a question the learner has a chance of getting right which draws them back on task.
Use **descriptive requests** Instead of "pay attention" say "turn to face me and listen without talking".	Use **short, to the point** phrases to get attention. I expect you to…. thank you. I want everyone to…thank you.	**Prevent escalation** with a calm voice and even tone. Don't shout at the whole class or individuals.
Plan a variety of tasks e.g collaborative / independent This can allow freedom to **talk to individuals privately without disrupting learning.**	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.	**Check the learners' understanding** of the task. Do they need a different explanation or for another learner to explain it to them?
Use "Tri, Dau, Un" (3, 2, 1) with body language (hand) for whole class attention rather than using a raised voice.	Set a **rewards carrot**. If we complete this today …	**Provide equipment** if that poses a barrier to learning e.g a pen or white board for learners who struggle to wait their turn
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"	**Encourage relevant talk** "I can see you have lots to talk about today, let's hear what you have to say about…..(learning question)	Use **distraction** techniques- "What colour highlighter shall I use for these quotes Lloyd?"

Conduct Ladder Lessons - Learner Version

Code	Consequence	What the learner needs to do
B1	You will be given a first warning. Name recorded on board.	This is your **chance to change** and make the right choices.
B2	You will be given a second warning and you will be moved to a different seat. **Automatic 20 min lunch detention on the following day.** **1 Behaviour Point. Notification sent home.**	Move to the new seat at the first instruction. If no seat is available the B2 will be recorded and consequences apply.
B3	You will be sent to Reset for a period of time, depending on the behaviour and the professional opinion of the staff member involved. **Phone removed and returned at the end of day.** **5 Behaviour Points. Notification sent home.**	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.

Appendix

- The PALs also have their own tracking system where they will record incidents and outcomes and this is shared with HoYs and SLT.

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.