



ARCHBISHOP  
MCGRATH CATHOLIC  
HIGH SCHOOL

# BEHAVIOUR POLICY

## OUR VISION

### **‘Christ at the Centre’**

Our core purpose is to ensure that all pupils reach or exceed their potential by using their God-given talents to develop as healthy, ambitious, capable, life-long learners ready to live as valued members of our local community, Wales and the world.

We aim for all our pupils to leave our school as:  
**Empowered, Virtuous and Employable individuals.**



<b>Formulated by:</b>	Mr Farrow, Assistant Headteacher
<b>Approved by:</b>	Full Governing Body 11.03.2026
<b>Review:</b>	Every year or subject to changes in statutory guidelines or legislation
<b>Next Review:</b>	Spring 2028

Date of any amendments made to policy and brief points:

<b>Date</b>	<b>Section</b>
Spring 2026	No changes

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## Positive Behaviour and Discipline Policy

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At Archbishop McGrath Catholic High School, we aim to provide a caring, challenging, happy and secure environment. We are committed to the pastoral care of pupils which recognises the value of each individual and fosters a respect and care for others and their property. We seek to mirror the threefold ministry of Christ-affirming, strengthening and healing as we concern ourselves with the individual needs of unique persons.

Our aim is to establish and maintain the school as an orderly community within which the presence of Christ is evident to all and where individuals are valued and treated with the proper respect for Christ who lives within each individual. Pupils are expected to exercise self-discipline, sensible behaviour and courtesy to others within a limited framework of rules and procedures. Our policy is underpinned by good relationships and a positive ethos which requires the promotion and practice of positive behaviour by all members of the school community.

It should be remembered that the planning of the curriculum and the quality of its content have important influences on pupil behaviour. We should seek to promote positive behaviour amongst pupils by giving praise for good work, effort, honesty, helpfulness and other positive virtues as exemplified by the Catholic Pupil Profile (CPP). Exceptional effort or attainment by a pupil or pupils can be referred to in Assemblies and / or a letter of commendation can be sent home.

Where sanctions are necessary, they should reflect a sense of justice and forgiveness which emanates from a commitment to the Gospel. Blanket punishments, humiliations and sarcasm are totally unacceptable. It should also be emphasised that it is the initial responsibility of the class teacher to deal with inappropriate or unacceptable behaviour. At all times where possible, restorative action will be used to re-establish positive relationships.

Christ did not tolerate serious wrongdoing. He removed the money lenders from the temple.  
(cf. Matthew ch. 21 vv. 12-17)

### OUR VISION



*"Christ at the Centre"*

Our core purpose is to ensure that all pupils reach or exceed their potential by using their God-given talents to develop as healthy, ambitious, capable life-long learners ready to live as valued members of our local community, Wales and the world.

We aim for all our pupils to leave our school as:  
**Employable, Virtuous and Empowered**  
individuals.

## **EXPECTATIONS AND VIRTUES**

All members of Archbishop McGrath Catholic High School's community are to be recognised as made in the image and likeness of God and respected accordingly. All members of the school community are encouraged to follow the example of Christ.

In practice this means that everyone should strive to find opportunities to demonstrate the virtues of the Catholic Pupil Profile. Everyone in Archbishop McGrath is encouraged to be:

- Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others.
- Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.
- Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.
- Faith-filled in their beliefs and hopeful for the future.
- Eloquent and truthful in what they say of themselves, the relations between people, and the world.
- Learned, finding God in all things; and wise in the ways they use their learning for the common good.
- Curious about everything; and active in their engagement with the world, changing what they can for the better.
- Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.

These aims are for everyone, at all times: in assemblies and in lessons; around the buildings and the school grounds; at break-times and at lunchtimes; travelling to and from school; on trips and journeys outside school.

### **GOOD CONDUCT IN LESSONS**

Teaching and learning are the core activities of Archbishop McGrath Catholic High School. Good conduct, therefore, is vital to ensure that teachers may teach effectively and that all pupils may have an equal chance to learn and to reach their God-given potential.

In lessons pupils are encouraged through agreed classroom expectation:

- I will arrive on time, ready to learn.***
- I will be kind, and treat everyone with respect.***
- I will stay in class for the full lesson.***
- I will not give up if I find the work difficult.***
- I will not be afraid of making mistakes.***
- My phone will be confiscated if it is seen.***
- I will not wear my coat, hoodie or AirPods.***

These attitudes and behaviours are summarised and displayed around the school in our Classroom Expectation.

## GOOD CONDUCT AROUND THE SCHOOL

Good conduct in lessons should be continued outside lessons, in movement between lessons, at break-time, at lunchtime, at all times and in every place. All pupils are expected to display the virtues as expressed in the Catholic Pupil Profile.

### Catholic Pupil Profile Themes are:

Grateful & Generous  
Attentive & Discerning  
Compassionate & Loving  
Faith-Filled & Hopeful  
Eloquent & Truthful  
Learned & Wise  
Curious & Active  
Intentional & Prophetic

- **Term 1 First Half Sept/Oct Grateful & Generous** Pupils are growing to be grateful for their own gifts, for the gift of other people, and for the blessings of each day. and generous with their gifts, becoming men and women for others.
- **Term 1 Second Half Nov/Dec Attentive & Discerning** Pupils are growing to be attentive to their experience and to their vocation. and discerning about the choices they make and the effects of those choices.
- **Term 2 First Half Jan/Feb Compassionate & Loving** Pupils are growing to be compassionate towards others, near and far, especially the less fortunate. and loving by their just actions and forgiving words.
- **Term 2 Second Half Feb/Mar Faith-Filled & Hopeful** Pupils growing to be Faith-filled in their beliefs and hopeful for the future.
- **Term 3 First Half May Eloquent & Truthful** Pupils are growing to be eloquent and truthful in what they say of themselves, the relations between people, and the world.
- **Term 3 Second Half Jun/July Learned & Wise** Pupils are growing to be learned, finding God in all things. and wise in the ways they use their learning for the common good.
- **Term 4 First Half Sept/Oct Curious & Active** Pupils are growing to be curious about everything. and active in their engagement with the world, changing what they can for the better.
- **Term 5 Second Half Nov/Dec Intentional & Prophetic** Pupils are growing to be intentional in the way they live and use the resources of the earth, guided by conscience and prophetic in the example they set to others.

Jesuit Pupil Profile website <http://jesuitinstitute.org/Pages/JesuitPupilProfile.htm>

## REWARDS

Rewards for good behaviour and work are very important in reinforcing these expectations. Rewards should be applied generously and consistently. Praises are awarded using the Class Charts system. It is imperative that staff are consistent in their rewards acknowledgement and this will need monitoring and reviewing. Awards will be made at the discretion of the Leader of Wellbeing (LoW) for each year group.

The following rewards are examples of what can be used:

- Verbal praise
- Parental/Carer contact
- House Points / Praise logged in Class Charts
- Letter home / Postcard
- Inter-house competition / Prizes
- Rewards every term or when qualified
- Certification
- End of year award (e.g.Trip)

Opportunities to celebrate individual or group rewards can be sought in form reflection time, year assemblies, shared assembly rota, chapel reflection or whole school calendar events.

## PRAISE

Praise can be awarded for work of high quality or where pupils have shown a significant improvement in their work through sustained effort. Praise may also be given for improved behaviour that has been sustained over a considerable period of time or for demonstrating any of the virtues as expressed in the Catholic Pupil Profile.

The number of pupils receiving praise is at the discretion of the teacher, but care must be taken not to devalue the currency whilst every pupil should be recognised for any positive actions.

## SANCTIONS

It is the role of the class teacher to encourage pupils in the exercise of good conduct. Discipline within lessons, in the pursuit of learning, in the completion of classwork and of homework is first and foremost the responsibility of the class teacher. If additional support is required that should be sought from the Head of Department. In extreme cases support from the LoW, Senior Leadership Team (SLT) line manager or the member of SLT on the duty rota.

If pupils misbehave significantly, break rule or disrupt lessons, a series of consequences should be followed. Although it is for the professional judgement of the teacher to decide how rigidly rules and consequences should be applied, a general rule of thumb is that if a lesson has to be interrupted to deal with misbehaviour then the **graduated response** process should start.

The following system is summarised in the classroom behaviour poster displayed across the school.

Responsibility	Examples of Behaviour (to be recorded in 'Class Charts')	Stage	Consequences
<b>Class Teacher</b>  <b>Form Teacher</b>  <b>All staff in corridors</b>	<ul style="list-style-type: none"> <li>• Low level disruption;</li> <li>• No home learning (first);</li> <li>• Unexplained lateness or absence note;</li> <li>• Eating in class/specialist areas/chewing gum;</li> <li>• Lack of equipment;</li> <li>• Failure to complete work set;</li> <li>• Lack of attention to basic staff instructions;</li> </ul>	B1	<ul style="list-style-type: none"> <li>• Verbal warning;</li> <li>• Monitoring of pupil;</li> <li>• Repeat expectations;</li> <li>• Phone confiscated to main office (if repeated x3, phone to be collected by parent/guardian);</li> <li>• Equipment lent to pupil;</li> <li>• Note in planner/on system.</li> <li>• Phone call home</li> </ul>
	<p><b>Update Feb 2025</b></p> <p>Low Level Disruption  Computer Misuse  Disrespectful to peers  Eating in class / specialist areas / chewing gum  Failure to complete work set  Headphones on display / in use  Incorrect Uniform  Lack of attention to basic detail  Lack of equipment  No home learning (1st occasion)  Unexplained lateness</p>		
<b>Class Teacher</b>  <b>Form Teacher</b>	<ul style="list-style-type: none"> <li>• Persistent disruption within same lesson;</li> <li>• No home learning (2<sup>nd</sup> occasion);</li> <li>• Repeated eating in class;</li> <li>• Repeatedly out of seat in class;</li> <li>• Repeated lateness to lessons.</li> <li>• Phone in hand/in use;</li> </ul>	B2	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> verbal warning and pupil to move seat in class;</li> <li>• Pupil kept behind after-lesson for brief pastoral discussion with teacher.</li> <li>• Phone call home?</li> </ul>
	<p><b>Update Feb 2025</b></p> <p>No home learning (2nd occasion)  Persistent disruption within same lessons  Repeat of headphones on display / in use  Repeat eating in class  Repeatedly out of seat in class</p>		

<p><b>Class Teacher</b></p> <p><b>Form Teacher</b></p> <p><b>Head of Department</b></p> <p><b>Leader of Wellbeing</b></p>	<ul style="list-style-type: none"> <li>• Repeated lack of home learning;</li> <li>• Repeated failure to complete work set</li> <li>• Misbehaviour in corridor/lunch queue/all outside areas. This includes overly boisterous play;</li> <li>• Incorrect uniform/jewellery;</li> <li>• Repeated refusal to meet expectations;</li> <li>• Walking out of a lesson;</li> <li>• Littering – all areas of school;</li> <li>• Persistent lateness to school.</li> </ul>	<p>B3</p>	<ul style="list-style-type: none"> <li>• Reflection time with Class teacher/form teacher logged (5-15 minutes);</li> <li>• Parent notified;</li> <li>• Logged with HoD/FT/LoW</li> <li>• Pupil removed from lesson and placed in neighbouring room or HoD/FT room;</li> <li>• ALNCo to go to lesson if support needed ALN stage 1;</li> <li>• Reflection time with Head of Department for curricular issues or main lunchtime reflection time for other pastoral issues–</li> <li>• Logged with HoD/FT/LoW</li> <li>• Parental meeting with HoD/FT/LoW;</li> <li>• After school detention</li> <li>• Time in the reflection room</li> </ul>
	<p><b>Update Feb 2025</b></p> <p>Littering – all areas of school  Misbehaviour in corridor / lunch queue / all outside areas inc. overly boisterous play  Persistent incorrect uniform / jewellery  Persistent lateness to school  Repeated failure to complete work set  Repeated lack of home learning  Repeated lateness to lessons / registration  Repeated refusal to meet expectations  Truancy from lessons  Walking out of a lesson  Mobile phone use  Improper smartwatch use</p>		
<p><b>All staff</b></p>	<ul style="list-style-type: none"> <li>• Challenging staff authority;</li> <li>• Physical aggression/dangerous behaviour towards another pupil;</li> <li>• Bullying;</li> <li>• Deliberate damage to school property;</li> <li>• Smoking/vaping on school site;</li> <li>• Leaving school site without permission;</li> <li>• Sale of goods in school/on bus;</li> <li>• Malicious use of mobile phone;</li> <li>• Inappropriate use of school IT</li> <li>• Inappropriate language in the presence of staff;</li> <li>• Serious disruptive behaviour preventing the learning of others;  Verbal aggression towards pupil;</li> </ul>	<p>B4</p>	<ul style="list-style-type: none"> <li>• ‘On-Call’ staff (SLT, ALNCO)</li> <li>• Pupil removed from lesson;</li> <li>• Period of internal isolation;</li> <li>• After-school reflection time;</li> <li>• Pupil restorative meeting held;</li> <li>• Pupil/parents to pay towards cost of damage;</li> <li>• Parental meeting;</li> <li>• Police involvement if appropriate.</li> <li>• After school detention</li> <li>• Time in reflection room</li> </ul>

**Update Feb 2025**

Bullying  
Challenging staff authority  
Deliberate damage to school property  
Inappropriate language in the presence of staff  
Leaving school site without permission  
Malicious use of mobile phone  
Misuse of IT  
Physical aggressions / dangerous behaviour towards another pupil  
Sale of goods in school / on bus  
Serious disruptive behaviour preventing the learning of others  
Smoking / vaping on school site  
Verbal aggressions towards pupil

<p><b>Leader of Wellbeing</b></p> <p><b>Assistant Head</b></p> <p><b>Deputy Head</b></p> <p><b>Headteacher</b></p> <p><b>Governing Body</b></p>	<ul style="list-style-type: none"> <li>• Failure to respond to B4 consequences;</li> <li>• Persistent B4 behaviour;</li> <li>• Serious incidents of/repeated bullying physical or verbal;</li> <li>• Serious physical assault/fighting;</li> <li>• Discrimination;</li> <li>• Theft from staff or pupil;</li> <li>• Drug or alcohol use on school site or on journey to/from school (including vaping and smoking);</li> <li>• Bringing a weapon into school;</li> <li>• Any behaviour that undermines the reputation and ethos of the school, its staff and pupils.</li> <li>• Defiance</li> <li>• Misuse of computers</li> <li>• Aggression towards pupils/staff</li> <li>• Racial misconduct</li> <li>• <b>Offensive language against minority groups</b></li> <li>• Abusive language towards staff;</li> </ul>	<p>B5</p>	<ul style="list-style-type: none"> <li>• SLT after-school reflection time;</li> <li>• Fixed term exclusion;</li> <li>• Permanent exclusion;</li> <li>• Police involvement where applicable;</li> <li>• Notifying external agencies.</li> <li>• After school detention</li> <li>• Time in the reflection room</li> <li>• Fixed term exclusion</li> </ul>
	<p><b>Update Feb 2025</b></p> <p>Abusive language towards staff</p> <p>Aggressions towards pupils / staff</p> <p>Any behaviour that undermines the reputation and ethos of the school, its staff and pupils</p> <p>Bringing a weapon into school</p> <p>Continued misuse of computers</p> <p>Discrimination</p> <p>Drug or alcohol use on any school site or an a journey to / from school (inc. vaping and smoking)</p> <p>Failure to respond to B4 consequences</p> <p>Offensive language against minority groups</p> <p>Persistent B4 behaviour</p> <p>Racial misconduct</p> <p>Serious incidents of / repeated bullying, physical or verbal</p> <p>Serious physical assault ‘ fighting</p> <p>Sustained defiance</p> <p>Theft from staff or pupil</p> <p>Truancy from school site</p>		

<b>Responsibility</b>	<b>Examples of Achievement (to be recorded in 'Class Charts')</b>	
<b>Virtuous</b>	<ul style="list-style-type: none"> <li>• Attentive</li> <li>• Hopeful</li> <li>• Loving</li> <li>• Curious</li> <li>• Wise</li> <li>• Grateful</li> <li>• Discerning</li> <li>• Compassionate</li> </ul>	<ul style="list-style-type: none"> <li>• Active</li> <li>• Truthful</li> <li>• Intentional</li> <li>• Eloquent</li> <li>• Generous</li> <li>• Faith-filled</li> <li>• Learned</li> <li>• Prophetic</li> </ul>
<b>Empowered</b>	<ul style="list-style-type: none"> <li>• Confident</li> <li>• Motivated</li> <li>• Daring</li> <li>• Experimental</li> <li>• Determined</li> <li>• Perseverant</li> <li>• Innovative</li> <li>• Insightful</li> </ul>	<ul style="list-style-type: none"> <li>• Committed</li> <li>• Flexible</li> <li>• Courageous</li> <li>• Resilient</li> <li>• Creative</li> <li>• Collaborative</li> <li>• Independent</li> <li>• Adaptable</li> </ul>
<b>Employable</b>	<ul style="list-style-type: none"> <li>• Disciplined</li> <li>• Friendly</li> <li>• Focused</li> <li>• Presentable</li> <li>• Positive</li> <li>• Energetic</li> <li>• Humble</li> <li>• Successful</li> <li>• Leader</li> </ul>	<ul style="list-style-type: none"> <li>• Diplomatic</li> <li>• Proactive</li> <li>• Passionate</li> <li>• Reliable</li> <li>• Disciplined</li> <li>• Energetic</li> <li>• Communicator</li> <li>• Successful</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• 100%</li> <li>• Sustained above 95%</li> <li>• Improved</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• Representing the school (sports)</li> <li>• Representing the school (Other)</li> <li>• Volunteering</li> <li>• SLT Award</li> <li>• Headteacher Award</li> <li>• Use of Cymraeg</li> <li>• House participation</li> </ul>	
<b>EVE</b>	Virtuous Empowered Employable	
<b>Attendance</b>	Improved 100%	

<b>Other Rewards</b>	House Participation Form Tutor Award Volunteering Representing School (Other) Representing School (Sports) GCSE Pod Use SLT Award Headteacher Award
<b>Use of Cymraeg</b>	
<b>Contact Home</b>	
<b>Class Teacher Award</b>	

The above lists are inclusive but not exhaustive.  
Behaviour and achievement points sent to parents via the Class Charts application.

## Reflection room

### Introduction

This guidance provides **best practices** for the use of **internal exclusion** in school. Internal exclusion is an **internal disciplinary measure, not a legal exclusion**, and should not be confused with sending a pupil off-site, which would require formal exclusion procedures.

### Purpose of Internal Exclusion

- Used to **remove** a pupil from class **without removing them from the school site**.
- Acts as a **short-term sanction** to allow learning for other pupils to continue.
- Differs from a **Learning Support Unit**, which provides structured behaviour support.

### Best Practices

- **Clearly defined process** within the school's **behaviour policy**.
- **Short-term measure**—only used for the **minimum necessary time**.
- **Transparent referral system** with decisions made by **Leaders of Wellbeing or senior staff**.
- **Parental communication**—longer internal exclusions should be **discussed with parents**.

### Use of the Reflection Room

✓ The reflection room should be used for:

- **Pupils who are referred through proper channels** due to behaviour issues.
- **Defusing volatile situations** before they escalate. (Reset)
- **Temporary removal in line with behaviour policies**.

✗ The reflection room should NOT be used for:

- Long-term respite care.
- A 'dumping ground' for pupils needing additional support.
- A place to complete coursework or missed exams.
- A 'badge of honour' among disruptive pupils.
- A fast track to permanent exclusion.

### Education in the Reflection Room

Pupils placed in internal exclusion should:

- Complete work provided by their teachers.
- Engage in structured reflection activities, such as:
  - Writing a self-review or apology.
  - Discussing the incident with a staff member.
  - Analysing their behaviour and planning improvements.

### Operational Considerations

- The reflection room will be:
  - Supervised by trained staff.
  - Separate from Learning Support Units.
  - Equipped with necessary materials (pens, calculators, etc.).
  - Comfortable with access to toilets and drinking water.
  - Used constructively, ensuring pupils are engaged in learning.

### Monitoring & Evaluation

- Schools will track and review internal exclusions, including:
  - Pupil demographics (e.g., gender, ethnicity, SEN status).
  - Reasons for exclusion and referral patterns.
  - Time spent in exclusion and effectiveness of interventions.

### Conclusion

This guidance supports schools in **managing behaviour effectively** while ensuring internal exclusion is used **fairly, consistently, and as a last resort**. Schools should integrate it into a **whole-school behaviour strategy** that promotes **positive student outcomes**.

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**Archbishop McGrath Catholic High School**

**Internal Reflection Room**

Take this time to think, reset, and make positive choices.



**Reflect:** *Why am I here? What led to this situation?*



**Take Responsibility:** *How did my actions affect myself and others?*



**Learn:** *What could I have done differently?*



**Move Forward:** *How can I improve and make better choices next time?*

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**Our Expectations While You Are Here:**



Show **respect** for yourself, staff, and others



Remain **calm and focused**



Follow **staff instructions** at all times



Complete your **reflection tasks**



No talking or disruptive behaviour

**“Act justly, love tenderly, and walk humbly with your God.” – Micah 6:8**

**This is a chance for growth. Make it count!**

**Need support? Speak to a staff member when you're ready.**

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## LEADERS OF WELLBEING

- Leaders of Wellbeing are to intervene for any of the following where deemed necessary by the head of department after incidents have been logged/parents called by HoD.
- Repeat offender of any of the HOD actioned issues/ failure to attend HOD detention/ defiance to a member of staff and the HOD
- Sanctions to include: parental contact/ LoW detention.
- **Green Report** - 50 points / if they don't comply in 2 weeks – 1 week extension to meet all targets.
- **Yellow Report** - escalated and monitor for a ½ term/ Progress Centre part time placement/Complete a person-centred review / PSP /notify SLT [After progress centre placement return to a yellow report for two weeks]
- **Red Report** - Alongside PSP / Risk assessment / Revolving door referral.

## SENIOR LEADERSHIP TEAM

- Senior Leadership Team (SLT) intervention to escalate if: pupil continues to offend for the same reasons as described above/ failure to attend HoH lunch detention/ poor record on green report card.
- Sanctions to include: parental meeting/ SLT after school detention on designated day/ parents contacted 48 hours in advanced and parents must arrange transport for the pupils.
- All incidents managed by SLT recorded on Class Charts and LoW notified via email/class carts referral.
- Support LoW to monitor Yellow report card.
- Monitor and manage pupils on Red report see above.

## INTERNAL OR EXTERNAL EXCLUSION

This sanction will be used where deemed necessary for pupils who are regularly being referred to LoW for consistent poor behaviour or for the following serious issues:

- Defiance to staff/ use of foul language towards staff or aggressively towards another pupil/ fighting/ smoking/ bullying/ racist incidents/ damage to school or personal property/ any other serious incident
- LoW to decide if further sanction is required for example a report.
- For external exclusion letter must be sent home to parents.

<https://www.gov.wales/sites/default/files/publications/2024-04/240410-exclusion-from-schools-and-pupil-referral-units.pdf> (new)

<https://www.bridgend.gov.uk/residents/schools-and-education/pupil-exclusions/> (new)

**ALL SANCTIONS MUST BE RECORDED ON CLASS CHARTS.**

## **ATTENDANCE AND PUNCTUALITY**

- Pupils need to provide a note from home promptly for any absence which occurs. Attendance target 95% minimum.
- Pupils need to be in school by 8.55am each morning. First bell will sound at 8.55am and indicate the start of the day. Pupils are to make their way to form/lesson
- Pupils who are late sign in reception.
- Pupils are not allowed to leave the school premises during the day without permission from your parent/guardian and must sign out at reception.
- Pupils must be punctual for all lessons.
- Pupils must not absent themselves from a lesson without the teacher's permission.

<https://www.bridgend.gov.uk/residents/schools-and-education/school-attendance/>

## **SCHOOL TRAVEL BEHAVIOUR CODE**

<https://www.gov.wales/sites/default/files/publications/2018-03/school-bus-travel-behaviour-code-a4.pdf>

<https://www.bridgend.gov.uk/media/5632/home-to-school-or-college-transport-policy-v2.pdf>

All pupils must behave responsibly and safely when travelling to and from school, whether by bus, taxi, train, bicycle, walking or another way. The school may decide to take action against any pupil who misbehaves on their way to or from school. The Local Authority also has the power to remove the right to school transport from pupils who seriously misbehave.

## **SCHOOL BUS TRAVEL BEHAVIOUR CODE TO BE SAFE**

- When the bus arrives, wait for it to stop before boarding
- Get on and off the bus carefully – pushing or rushing can cause accidents
- Always wear your seat belt and stay in your seat for the whole journey – it could save your life
- On a school bus, stay in your seat for the whole journey
- On a public bus, find a seat if one is available
- Store your bag or other belongings safely and out of anyone's way
- Let the driver drive without distraction during the journey
- Take care of the bus
- Never spit or smoke
- Never be rude to other learners or the driver
- Never interfere with driver controls or safety equipment
- Never throw anything in or from the bus
- Only operate the bus doors or exits in an emergency and don't get off the bus until it has stopped
- Always follow the instructions of the driver or passenger assistant
- If there is an accident, stay on the bus until you are told to leave – but leave the bus by the safest exit if it is unsafe to stay on the bus
- When crossing the road find a safe place where you can be seen by all other drivers
- Please tell a teacher, parent or driver about any bad behaviour you see

## **MONITORING AND EVALUATION**

At the start of the year the good conduct code is explained to all pupils in assemblies / form time. This is to ensure that all pupils receive a consistent message.

Tutors should refer to the principles of the good conduct policy whenever they discuss issues of behaviour with either their whole form group or with individual pupils.

The policy is discussed and reviewed at departmental, tutor, LoW and SLT meetings as required.

## Summary of the Restrictive Physical Intervention

This section outlines the use of **restrictive physical intervention (RPI)** in a school setting, detailing when and how it may be used, as well as the safeguards in place to ensure its responsible application.

### Definition & Approach

- RPI is the **intentional use of force** to restrict a child's movement against their will.
- The school prioritises **positive behaviour management** through role modelling, an engaging curriculum, clear boundaries, and supportive feedback.
- It is **not** used for general physical contact, such as guidance in activities, emotional support, or physical care.

### Principles for Use

- RPI is a **last resort**, used only when the **risks of inaction outweigh the risks of intervention**.
- It is implemented within a **structured behaviour management framework**, except in **emergencies**.
- Efforts are made to **avoid** its use through alternative approaches, such as **verbal warnings, redirection, and environmental adjustments**.

### Duty of Care & Reasonable Force

- Staff must intervene if a child is at risk of harming themselves, others, or causing significant damage to property.
- Any use of RPI follows the principle of **reasonable force—the minimum necessary for the shortest time possible**.

### When RPI May Be Used

- Preventing an offence or harm to oneself or others.
- Preventing damage to property.
- Maintaining discipline and order.
- Ensuring child safety (e.g., stopping a child from leaving the school site into a dangerous situation).
- **Only in exceptional circumstances**, and never as a punishment.

### Who Can Use RPI?

- Teachers and **authorised** staff (e.g., teaching assistants, mentors, supervisors).
- In emergencies, other staff or volunteers **may** intervene if necessary.

### Planning & Risk Assessment

- **Individual behaviour plans** are created for pupils with known behaviour risks.
- Staff trained in **TeamTeach** methods are preferred.
- Cultural, religious, and emotional considerations are accounted for.

### Prohibited Actions

- Choking, hitting, twisting limbs, tripping, hair/ear pulling.
- Seclusion (forcing a child into a confined space alone).

### Recording & Reporting

- Any use of RPI must be **documented within 24 hours**.
- Incident reports are sent to **the Behaviour Support Service** within a week.
- Parents are **notified** via phone, letter, or note home.
- The **governing body** oversees incident records.

### Post-Incident Support & Review

- Children involved are **supported emotionally** and given the opportunity to **express their feelings**.
- Staff receive **debriefing** to manage any distress.
- **Behaviour plans are reviewed** to minimise future interventions.

### Monitoring & Complaints

- RPI use is **monitored termly** for trends, equality concerns, and child protection issues.
- Complaints follow a **formal procedure**, with escalation to the **headteacher or governing body** if necessary.

This policy ensures RPI is **only used when absolutely necessary**, while prioritising **pupil welfare, staff safety, and legal accountability**.

### Restrictive Practices Policy

<https://www.rctcbc.gov.uk/EN/Resident/SchoolsandLearning/AccessandInclusionintoEducation/relateddocs/FinancialRPIGuidanceJan23.pdf>

[https://www.gov.wales/sites/default/files/publications/2022-09/reducing-restrictive-practices-framework\\_0.pdf](https://www.gov.wales/sites/default/files/publications/2022-09/reducing-restrictive-practices-framework_0.pdf)

#### 1. Introduction

This policy outlines the correct use of restrictive practices in secondary schools, ensuring they are applied lawfully, ethically, and only when necessary to safeguard the wellbeing of pupils and staff. It is aligned with Welsh Government guidance, the United Nations Convention on the Rights of the Child (UNCRC), and relevant safeguarding legislation.

#### 2. Definition of Restrictive Practices

Restrictive practices refer to any intervention that limits a child's movement, liberty, or decision-making. This includes, but is not limited to:

- **Physical intervention** – The intentional use of force to control a pupil's movement.
- **Seclusion** – Forcing a pupil into a room or space and preventing them from leaving.
- **Mechanical restraint** – The use of equipment to restrict movement (only permissible in medical contexts).
- **Chemical restraint** – The use of medication to manage behaviour (must be under medical supervision).

### 3. Principles for Use

Restrictive practices must only be used as a last resort and in accordance with the following principles:

- **Necessity** – Used only when there is an immediate risk of harm.
- **Proportionality** – The level of intervention must be the minimum required to prevent harm.
- **Least Restrictive Option** – Alternative strategies (e.g., de-escalation techniques) must be attempted first.
- **Respect and Dignity** – The rights and emotional wellbeing of the child must be prioritised.
- **Accountability** – All incidents must be recorded and reported transparently.

### 4. When Restrictive Practices May Be Used

Restrictive practices may only be used when:

- A pupil is at immediate risk of harming themselves or others.
- There is a serious risk of damage to property that could result in harm.
- A pupil is attempting to leave the school site and their safety is at risk.
- All other reasonable interventions have failed.

### 5. Prohibited Practices

The following actions are strictly prohibited:

- Use of restraint as punishment.
- Any restraint that causes pain, discomfort, or restricts breathing.
- Seclusion without continuous supervision and only as part of an agreed behaviour plan.
- Any intervention that discriminates based on disability, ethnicity, gender, or other protected characteristics.

### 6. Staff Training and Authorisation

- Only staff who have undergone accredited **positive behaviour management training (e.g., Team Teach)** should use physical intervention.
- Training must cover de-escalation, risk assessment, and safe restraint techniques.
- School leadership must ensure that all staff are aware of this policy and their responsibilities.

### 7. Planning and Risk Assessment

For pupils with known behavioural challenges, an **Individual Behaviour Plan (IBP)** should be developed, incorporating:

- Identified triggers and proactive support strategies.
- Agreed de-escalation techniques.
- Clear guidance on when and how restrictive practices may be used.
- Parental involvement and consent where appropriate.

### 8. Recording and Reporting

- Any use of restrictive practice must be **recorded within 24 hours** in a designated log.
- The report should include:
  - The reason for intervention.
  - The techniques used and duration.
  - The impact on the pupil and any injuries sustained.
  - Actions taken post-incident (e.g., debriefing, parental notification).
- Parents/carers must be informed of incidents as soon as possible.

## 9. Post-Incident Support and Review

- Pupils should be given an opportunity to discuss the incident once they have calmed down.
- Staff involved should receive debriefing and emotional support if required.
- The use of restrictive practices should be reviewed regularly to reduce the need for future interventions.

## 10. Monitoring and Governance

- The **Headteacher** and **Governing Body** are responsible for overseeing the use of restrictive practices.
- Termly audits should be conducted to identify trends and ensure compliance with policy.
- The school must report serious incidents to the **Local Authority** where required.

## 11. Complaints and Safeguarding

- Any concerns regarding the misuse of restrictive practices should be addressed through the school's complaints procedure.
- Allegations of improper use should be referred to the **Designated Safeguarding Lead (DSL)** and, if necessary, external safeguarding agencies.