



Pupil Behaviour, Conduct **And Engagement Policy**

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THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY

Signed:

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YSGOL ABERCONWY PUPIL BEHAVIOUR, CONDUCT AND ENGAGEMENT POLICY

The Governors of Ysgol Aberconwy are committed to fostering an environment where pupils and staff are inspired to excel; supported both pastorally and academically, and where the achievements of all pupils are celebrated. At the core of effective learning lies exemplary behaviour and respectful relationships.

Every member of our school community is expected to uphold the highest standards of personal conduct, taking responsibility for their own conduct and encouraging others to do the same. The principles of being *ready, respectful, and kind* form the foundation of our school ethos. Pupils thrive in a safe and orderly atmosphere, where expectations are clear and consistently reinforced. It is the collective responsibility of all staff to actively promote and uphold these expectations at all times. All staff, volunteers, and adults associated with the school are expected to act responsibly and professionally, embodying the values we seek to promote in our pupils.

We strive to create a safe, inclusive environment where pupils feel valued; involved in all aspects of school life and confident in expressing their opinions. We also prioritize recognizing and rewarding success and effort on a daily basis to ensure that students feel valued and acknowledged.

SCHOOL AIMS

At Ysgol Aberconwy, we uphold the highest expectations for all our pupils across every aspect of school life. Academic achievement is a priority, and we encourage every pupil to reach their full potential. Equally, we expect exemplary standards in behaviour, attendance, punctuality and uniform.

Our aim is to support pupils in developing as well-rounded individuals, ensuring they grow into:

- **Ambitious, capable learners** who are prepared to learn throughout their lives.
- **Enterprising, creative contributors** ready to make a meaningful impact in life and work.
- **Ethically informed citizens** of Wales and the wider world.
- **Healthy, confident individuals** equipped to lead fulfilling lives as valued members of society.

With these principles in mind, and in our commitment to promoting the welfare of every child, we have established the following policy.

PURPOSE OF THE POLICY

The purpose of this policy is to:

- Foster a school community that values kindness, care, good humor, respect, honesty, strong relationships, and empathy.
- Provide clear guidance to the headteacher in their responsibility for the internal organization and conduct of the school, with a focus on maintaining high standards of behavior, conduct, and engagement.
- Ensure all members of the school community understand our school expectations and aims
- Equip pupils with the social and personal education necessary to develop personal responsibility and self-discipline.
- Establish a clear framework outlining staff responsibilities, procedures and behaviours for addressing poor behavior, conduct, and engagement.
- Enlist the active support of parents in upholding and promoting good behavior.
- Define the roles and responsibilities of the Headteacher, the Governing Body, and the Local Authority in managing behavioral challenges and severe misconduct.
- Reinforce the school's commitment to addressing bullying in all its forms (refer to the Anti-Bullying Policy).

DISCRETION OF THE HEADTEACHER

- The headteacher retains a wide measure of discretion to treat each case of poor conduct and engagement based on its particular circumstances. This policy should not diminish this discretion

REASONABLENESS AND PROPORTIONALITY

The governors expect the headteacher's use of discretion to be reasonable and proportionate, considering professional good practice and statutory guidance.

RIGHTS

Every person in the school has rights, including:

- The right to learn in a safe and conducive environment.
- The right to appropriate action from the school when dealing with incidents of bullying, violence, discrimination, or harassment.
- The right to use relevant school procedures if they feel a situation has not been resolved satisfactorily.
- The right to feel safe in and around the school.
- The right to express themselves, ask questions, share opinions, and ideas.
- The right to be treated fairly, with equality and respect, in line with our Equality Policy.

DISABILITY

For pupils whose poor behavior, engagement, or conduct is related to a mental or physical disability, the headteacher will make reasonable adjustments to include them within the school community. This includes:

- Training staff on disabilities affecting pupils.
- Ensuring staff are aware of any children with such disabilities.
- Seeking help from the Local Authority to make reasonable adjustments.
- Committing school resources to assist in making reasonable adjustments.
- Adjusting school organization or timetables for particular children.

GENERAL GUIDELINES

- Responsibility for behaviour and discipline is shared by all the school community. It is not the responsibility of a small group of teachers. A number of relevant policies and guidelines are available to inform and support members of our community which are detailed below.
- Teachers work together to apply consistent procedures that minimize the opportunities for disruptive behaviour in the classroom, following the mantra of 'be ready, be respectful, be kind' and the 'Behaviour Blueprint' (see Appendix A)
- Training is given to staff in the execution of this plan.
- To establish consistency in dealing with occasions of misbehavior a 'Behaviour Tariff' is established and reviewed by the school's pastoral team
- The school applies a staged system to supporting and dealing with pupils' behavior, conduct and engagement. Resources and interventions are targeted dependent on the level of need
- The social and personal education programme includes sessions on personal relationships and responsibility, and the school provides a wide range of extra-curricular activities which encourage personal responsibilities
- Parents are contacted in cases where pupils' behaviour has given cause for concern. Their support is enlisted in respect of sanctions that need to be applied and in reinforcing the need for good behaviour through such contact as well as the 'Home/School Partnership'
- In cases of very serious misbehavior, the Head may recommend that a pupil should be excluded (See Exclusions Policy). The governors regard the use of the power to exclude pupils as essential in certain circumstances. They do not intend to lay down rules that would constrain the head's use of this power.

They regard exclusion from school as a serious matter and expect that as with other sanctions:

1. There will be clear indications in any code of conduct laid down by the head as to the class of offences exclusion will normally be used for.
2. The use of exclusion will be reasonable and proportionate.
3. The head will devise strategies to minimize the use of exclusion.
4. The support of the LA will be sought with regard to any pupil in danger of exclusion.

5. In particular the powers of the school and the LA to establish parenting Contracts and to seek Parenting Orders will be explored where this is felt to be helpful in a *particular case*.
6. The head will report exclusion figures to the Governing body on a termly basis
- Where the LA offers support to promote good order and discipline, the head should see that use is made of this support. Examples of such support could include the use of pupil referral units and liaison with associated staff, adoption of the managed transfer process and the use of the 'social inclusion service'. Appropriate procedures are provided to the headteacher and reviewed by the local authority.

APPENDIX 1 OUR EXPECTATIONS AND APPROACH

Our approach to pupil behaviour, conduct and engagement is grounded in relational practice. This approach emphasises the importance of building strong, respectful relationships as the foundation for learning and personal development. We have three clear expectations for all members of our school community:

1. **Be Ready** – Arrive at school prepared with the appropriate attitude, equipment, and appearance, ready to engage in learning and contribute positively.
2. **Be Respectful** – Foster an environment where everyone feels safe, valued, and treated with dignity.
3. **Be Kind** – Demonstrate kindness and empathy, celebrate differences, and actively promote tolerance and inclusivity.

RELATIONAL PRACTICE IN ACTION

It is the responsibility of every staff member to actively promote and consistently enforce these expectations. Adults in our school play a pivotal role by leading through example, modelling the values and behaviours we wish to see in our pupils. Through relational practice, we emphasize connection over correction, ensuring that interactions build trust and understanding whilst holding pupils accountable for their actions. We expect all staff to promote and embody the following principles:

1. **Consistent, Calm Adult Behaviour**
 - Maintain composure and professionalism in all interactions, ensuring predictability and fairness.
 - Build relationships based on mutual respect and understanding.
2. **Give First Attention to the Best Conduct**
 - Actively recognize and celebrate positive behavior to reinforce expectations.
 - Create an environment where good conduct is noticed and valued.
3. **Relentless Routines**
 - Establish and maintain clear, consistent routines that provide structure and security for pupils.
 - Ensure routines are followed with fairness and clarity.
4. **Proportionate and Productive Consequences**
 - Address behavior issues with responses that are measured, constructive, and aimed at supporting growth and understanding.
5. **Restorative Follow-Up**
 - Engage pupils in meaningful dialogue to repair harm and rebuild relationships following incidents of poor behavior.
 - Focus on accountability, understanding the impact of actions, and finding constructive resolutions.

By embedding relational practice into our approach, we aim to create a school environment where everyone feels valued, understood, and empowered to succeed.

APPENDIX 2 ROLES AND RESPONSIBILITIES

At Ysgol Aberconwy, promoting good behaviour, engagement, and conduct is the collective responsibility of every member of our school community. We expect all parties to endeavor to maintain emotional control and consistently model school expectations. Below, we outline the key roles and responsibilities of different stakeholders.

Senior Leaders will:

- Ensure the highest standards of behaviour are enforced and maintained.
- Model calm, consistent adult behaviour and relentless routines.
- Stand alongside colleagues to support and guide the implementation of the *Behaviour Blueprint*.
- Celebrate the efforts and achievements of both staff and pupils.
- Be a visible presence around the school to reinforce expectations.
- Support middle leaders in monitoring and evaluating behavioural patterns.
- Communicate and share relevant information with parents to foster collaboration.
- Monitor and support identified Stage 5 pupils in improving their behaviour.
- Regularly review provisions for pupils with additional needs to ensure their needs are met effectively.

Heads of Department will:

- Promote positive conduct by recognizing good behaviour and implementing reward mechanisms.
- Ensure a positive and engaging departmental environment.
- Be visible in corridors to encourage appropriate behaviour and reinforce expectations.
- Monitor and support staff in implementing the *Behaviour Blueprint*.
- Ensure the departmental time-out and detention systems are applied effectively to enable pupils to return to learning promptly.
- Collaborate with parents and teams to address persistent behavioural issues, adopting a curious and team-focused approach.
- Share best practices within the department and identify staff training needs.

Heads of Year will:

- Support the implementation of the *Behaviour Blueprint* and response tariff.
- Model behaviour expectations and celebrate positive conduct.
- Lead the *Pastoral Stage System*, deploying Guidance Mentors and Form Tutors as needed.
- Oversee and support pupils on Stage 4 of the *Pastoral Stage System*.
- Review behaviour, engagement, and attendance every 10 weeks, implementing appropriate interventions and rewards.
- Address persistent behaviour issues with parents, the ALN team, SLT links, and external agencies to provide targeted support.
- Ensure all behaviour support interventions are reviewed and monitored using Provision Maps.
- Evaluate pupil attitudes to learning and well-being as part of the Learning Review Cycle.

Guidance Mentors will:

- Support the implementation of the *Behaviour Blueprint* and response tariff.
- Uphold expectations for uniform, readiness for learning, and mobile phone use.
- Respond to incidents by gathering statements and conducting initial investigations, liaising with Heads of Year on next steps.
- Log all relevant interventions, meetings and PSPs on Provision Maps.
- Monitor and support pupils on Stage 3 of the *Pastoral Stage System*, implementing and reviewing behaviour strategies.
- Liaise with parents and external agencies to support pupils' behaviour, engagement, and well-being.
- Deliver targeted interventions to identified groups, monitoring and reviewing their impact.

Form Tutors will:

- Model and communicate clear behaviour expectations.
- Check readiness for learning daily, including uniform and equipment.
- Deliver engaging form time and PSHE sessions.
- Monitor and support pupils on Stage 2 of the *Pastoral Stage System*, implementing relevant behaviour strategies.
- Review weekly behaviour and achievement points, celebrating success.
- Ensure meaningful daily acts of worship or reflection, in line with statutory requirements

Classroom Teachers will:

- Plan lessons that engage, challenge, and meet the needs of all pupils.
- Meet and greet pupils at the door to set a positive tone.
- Recognize and celebrate positive behaviour, maintaining a praise-to-negative ratio of at least 5:1.
- Clearly model expectations for behaviour, conduct, and engagement.
- Maintain orderly, clean, and engaging classroom environments.
- Take attendance at every lesson and note late arrivals.
- Implement the *Behaviour Blueprint* and response tariff, engaging in restorative work and reflective dialogue after incidents.
- Liaise with parents to support pupils effectively

Pupils will:

- Meet the school's core expectations: *Be ready, be respectful, be kind.*
- Arrive on time to lessons and be prepared to learn.
- Follow reasonable instructions from staff.
- Complete classwork to the best of their ability and engage in home learning.
- Show respect for the school environment.
- Act as positive representatives of the school when off-site.
- Refrain from harming, denigrating, or bullying any member of the school community.

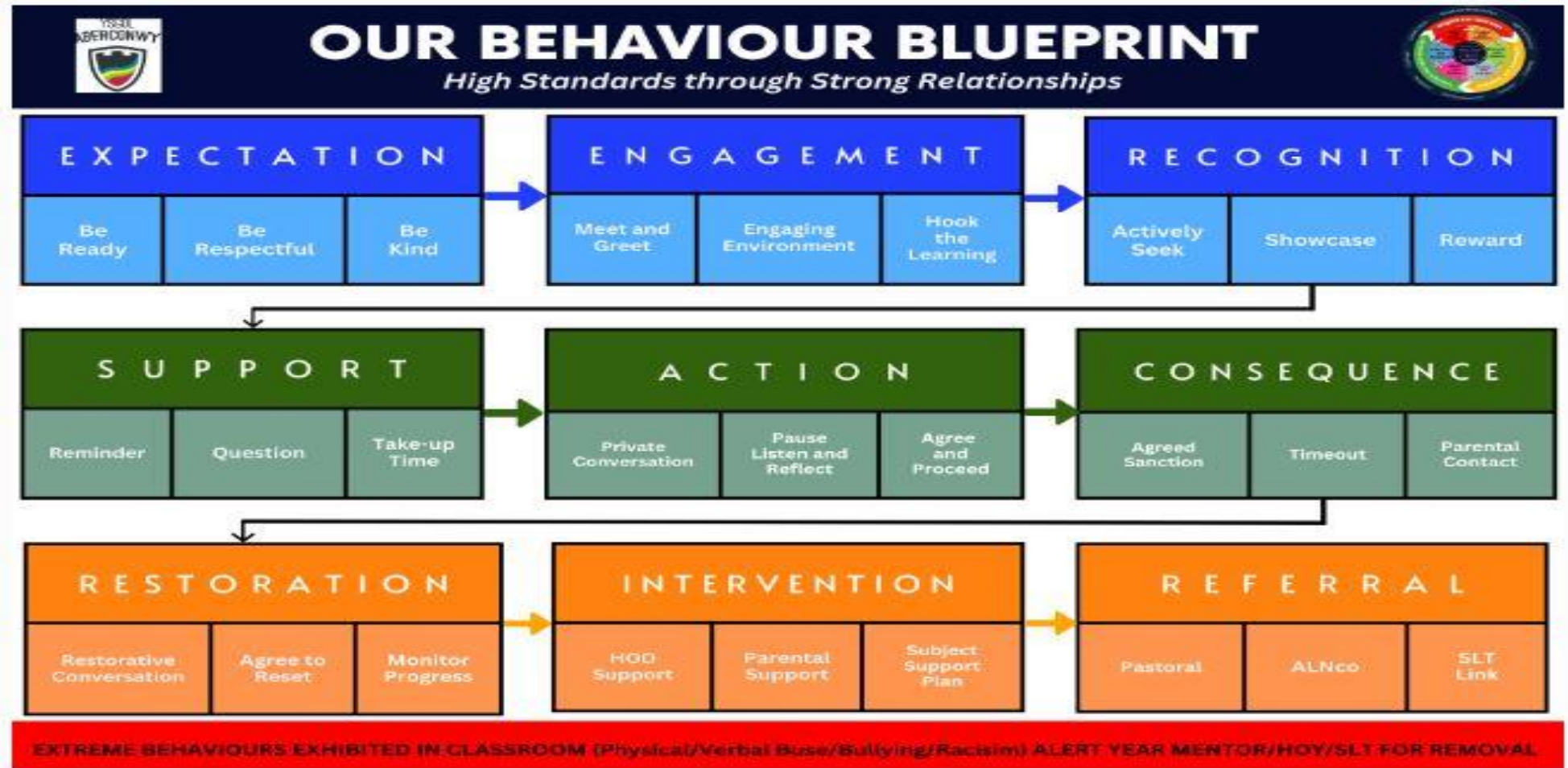
- Share concerns with the pastoral or safeguarding team.

Parents and carers will:

- Support the school's policies and procedures, as outlined in the Home-School Agreement.
- Work in partnership with staff to promote good behaviour, conduct, and engagement.
- Communicate any concerns with the pastoral team.
- Report absences promptly and in accordance with school procedures.
- Ensure pupils arrive at school in the correct uniform, equipped and prepared for learning.
- Adhere to acceptable standards of behaviour when interacting with school staff and pupil

APPENDIX 3: PUPIL BEHAVIOUR, CONDUCT AND ENGAGEMENT IN THE CLASSROOM

The purpose of our Behaviour Blueprint is to provide a clear, consistent framework for promoting positive behaviour, engagement, and relationships across our school community. Rooted in relational practice, it establishes shared expectations and routines that ensure a safe, respectful, and inclusive learning environment. It supports and guides staff through preventing and dealing with any poor behaviour or conduct in a way that has minimal impact on learning. The process for restoring and moving forward is also outlined for staff.



APPENDIX 4 PASTORAL STAGE SYSTEM

The Vision

The Pastoral Stage System is designed as a response system for pupils whose behaviour, conduct and engagement falls short of what we expect. Pupils are allocated to a Stage by Heads of Year in consultation with Guidance Mentors and Form Tutors. While the Stages are hierarchical and each stage is owned by staff in increasing seniority within the pastoral structure, the allocation of pupils is flexible.

There is no time limitation that a pupil is on a stage, they are able remain there as long as the impact is positive. Pupils are able to move down stages as and when their behaviour, conduct and engagement improves over a sustained period. Pupils move up stages only if the interventions within the stage are failing to have an impact and more support is required. Parents are to be kept informed for stages 2 & 3 and are formally involved from stages 4 upwards. Pupil Support Plans, monitoring cards, Restorative interventions and other support mechanisms accompany the stages.

STAGE	PURPOSE/WHY and Who	Pastoral Interventions - Detail
6	Hafan Placement If the student has not shown adequate improvement following all possible pastoral interventions the student will take up a Hafan place.	- Bespoke interventions. - Logged on Stage log spreadsheet & Provision Map.
5	Head of Year / SLT / Hafan Intervention / PSP 3 If the Stage 4 intervention has not led to an improvement the Head of Year, Y Ganolfan and a member of SLT will work collectively. They will meet with the student and their family and put a PSP3 contract in place outlining a bespoke intervention package, this may be supported with the use of a conduct card. There will likely be Hafan involvement which will be agreed on a case by case basis. A restorative approach will be a key part of the intervention, and the team will lead on sanctions. 360 team review during extended registration	Stage 4&5 CARDS - Orange (HOY) All cards must be on ORANGE. One person to take lead on card monitoring and update the rest of the stage 5 team on progress. PSP 3 Stage 5 team led targets and bespoke interventions put in place during a meeting with the family. Additional support in place where appropriate. Consequences and next steps clear. - Restorative intervention and coaching as needed - Logged on Stage log spreadsheet & Provision Map.
4	Head of Year Intervention / PSP 2 The Head of Year will meet with the student and their family and put a PSP2 contract in place, which may be supported with the use of a conduct card. HOY to share a copy of the PSP2 The HOY will investigate whether any support mechanisms are appropriate. A restorative approach will be a key part of the intervention and the HOY will support departments with additional sanctions when appropriate.	Stage 4&5 CARDS - Orange (HOY) All cards must be on ORANGE. HOY to share progress with team at meetings. PSP2 - HOY led targets put in place during a meeting with the family. - Home backup with sanctions/rewards - Additional support offered if appropriate. - Restorative intervention and coaching as needed - Logged on Stage log spreadsheet & Provision Map.
3	Year Mentor Intervention / PSP 1 The year mentor will meet with the student and put a PSP1 contract in place, which may be supported with the use of a conduct card. YM to inform home and share a copy of the PSP1 The YM will investigate whether any support mechanisms are appropriate.	Stage 3 CARDS - Yellow (YM) All cards must be printed on YELLOW. YM to share progress at weekly meetings with FT and keep the cards. PSP1 - student led identification of targets, agreed between student and YM. Additional support may be offered.

	A restorative approach will be a key part of the intervention and the YM may support departments with additional sanctions if appropriate.	- Restorative intervention and coaching as needed - Logged on Stage log spreadsheet & Provision Map.
2	Form Tutor Intervention If the behaviour reports show that a student's behaviour points are increasing noticeably, the form tutor will take ownership of the initial intervention. This will involve communication with home to discuss the concern, and a number of mentoring conversations with the student where they attempt to coach them through points of conflict that they are finding themselves in. The form tutor may decide to choose an appropriate conduct card.	Stage 2 CARDS - Green (FT) All cards must be printed on GREEN. - Daily check in with FT - FT to discuss progress at weekly meetings and keep the cards. - Restorative intervention and coaching as needed - Logged on Stage log spreadsheet & Provision Map.
1	Form Tutor Monitoring Form tutors are the key adult in most student's school life. They will have a positive relationship with members of their form and be able to identify and discuss minor behavioural and wellbeing concerns.	

APPENDIX 5 REWARDS

At Ysgol Aberconwy, we prioritize and celebrate the positive behaviour of our pupils by consistently giving first attention to those who meet our expectations. We believe that recognition is key to fostering a motivating and supportive learning environment. As such, we implement a variety of reward systems to acknowledge and celebrate student achievements:

1. **Verbal Praise and Recognition Boards** – We understand that simple recognition motivates pupils. Staff actively seek opportunities to praise students, creating a positive classroom atmosphere. Recognition boards are prominently displayed in every classroom to highlight pupils who consistently follow our expectations.
2. **Achievement Points** – Teachers award a minimum of 5 achievement points per day recognizing pupils for their efforts and positive behaviour.
3. **Weekly Praise Postcards** – Every week, all staff nominate one student to receive a 'praise postcard' sent home, acknowledging their achievements and positive conduct.
4. **'Seren Y Wythnos' Nomination** – Group Tutors and Heads of Year nominate a 'Seren Y Wythnos' (Star of the Week) each week. These students' names are entered into a half-termly draw as further recognition of their exemplary behaviour and contributions.
5. **Subject Awards** – Every 10 weeks, each subject area nominates a student from each year group for the Subject Award. A certificate is presented by a member of the leadership team, and parents are contacted to share the student's achievement.
6. **Pastoral Awards** – The pastoral team recognizes pupils for their effort, attendance, and positive conduct with letters of commendation every 10 weeks. These awards celebrate the personal growth and dedication of our students.
7. **Reward Events** – Throughout the year, the pastoral team organizes various reward events to recognize pupils for their effort, attitude to learning, and attendance. These events provide an opportunity for pupils to be celebrated in a broader school community setting.

Through these initiatives, we strive to cultivate an environment where pupils feel valued, motivated, and encouraged to consistently demonstrate positive behaviour and engage in their learning.

APPENDIX 6 BEHAVIOUR, CONDUCT AND ENGAGEMENT SUPPORT MECHANISMS

Ysgol Aberconwy is committed to promoting positive behaviour through supportive and restorative practices. However, where expectations are not met, a range of sanctions may be applied. These are designed to address concerns constructively and proportionately, with the aim of guiding pupils toward improved behaviour and engagement.

Parental Meetings: Meetings with parents to address ongoing concerns, celebrate positives, and collaboratively find solutions. Regular updates, such as weekly phone calls, are encouraged to maintain communication.

Detentions- where learning has been impacted, teachers may set detentions in order to have a restorative conversation with a pupil. Where possible, these will be scheduled for break or lunchtime. After school detentions are utilized for students who are departmentally timed out of a lesson or have failed to attend a detention set at break or at lunchtime.

Man Meddwl – where a more serious incident has occurred or when a pupil is in Stage 4 + of our Pastoral Stage System, a pupil may be referred to spend a set amount of time in Man Meddwl. The aim of Man Meddwl is to provide pupils with an opportunity to reflect whilst also to provide them with the necessary support to return to learning.

Man Meddwl Mwy - where a more serious incident has occurred or when a pupil is in Stage 4 + of our Pastoral Stage System, a pupil may be issued with a Man Meddwl Mwy (internal exclusion). The aim of Man Meddwl is to provide pupils with an opportunity to reflect whilst also to provide them with the necessary support to return to learning.

ALN Referrals – Should inappropriate behaviour continue, it is essential that a referral is made to the ALN team to explore any additional needs which may be barriers to learning. This could include initial screening; an observation; gathering of staff feedback or a discussion through Inclusion Meetings

Pastoral Stage Meetings -Stage meetings are held every week with key pastoral staff. These meetings are focused on support required for specific pupils. During these meetings pastoral stages are reviewed and actions are outlined by key pastoral staff and SLT.

360 Review Meeting - For pupils at risk of Fixed Term Exclusion where all angles are explored. The meeting will involve the pupil, parent/guardian; senior leader; representatives from the pastoral and Ganolfan team and any other external agencies. It is an opportunity to find a way forward and address the poor behaviour and conduct that has led to this point. It is not a search for heavier sanctions or the development of more punitive measures. The approach to the meeting will be restorative, however, expectations, support mechanisms and next steps will be agreed by all.

PSP - A Pupil Support Plan is created by the pastoral team and in agreement with the pupil and parents. The purpose is to try and sharpen the pupil's focus on improving behaviour, engagement and conduct using short term targets for both the pupil and staff. The plan will identify other resources which might be needed to support the pupil to achieve these targets. These plans are reviewed in a timely manner.

Other agency support - In the event that school-based strategies are not having an impact, referrals may be made to a number of outside agencies for additional support and interventions. This may include behaviour outreach, CAMHS, youth worker, Family Centre

Alternative Provision / Managed Move

If a pupil fails to show improvement in their behaviour despite targeted interventions, the Senior Leadership Team, responsible for pastoral care and inclusion, may initiate a managed move process. This involves transferring the pupil to another school, where a fresh start and different support structures can be implemented. The Assistant Headteacher for Inclusion will oversee this process, ensuring the transition is handled with care and that all support mechanisms are in place to aid the pupil's development.

Hafan

Hafan, our inclusion area, offers specialized support for pupils who require additional guidance to improve behaviour, engagement, and well-being. It provides a safe and structured environment where pupils can receive tailored interventions.

Exclusions & Governing Body Disciplinary Panel

In cases where a pupil's behaviour remains unchanged despite all reasonable support and intervention, the Headteacher has the authority to issue a Fixed Term Exclusion or Permanent Exclusion. The severity of the exclusion will depend on the nature of the incident.

For both fixed-term and permanent exclusions that exceed 15 school days within a term, parents have the right to make representations at a meeting with the school's Governing Body Disciplinary Panel. This meeting must take place within 15 school days of the exclusion. For exclusions of between 6 and 15 days, parents can request a meeting with the Governing Body. If the exclusion is shorter than 6 days, parents may make representations but do not have the right to a meeting. A behaviour plan and a meeting with the Governing Body Disciplinary Panel may also be arranged at the discretion of the Headteacher if further steps are needed to address the pupil's behaviour.

Fixed Term Exclusions

The Headteacher has the authority to issue Fixed Term Exclusions for pupils found guilty of misconduct or gross disobedience, as outlined in the Statutory Exclusion Guidance (2017). The length of the exclusion is determined by the severity of the incident.

- The incident will be thoroughly investigated before the exclusion is imposed.
- Parents will receive written notification of the exclusion, including information on their right to appeal.
- Pupils will have the opportunity to respond to the allegations.
- A reintegration plan will be developed, and appropriate work will be provided during the exclusion period.

Permanent Exclusions

The Headteacher can permanently exclude a pupil for serious breaches of conduct, such as physical assault on a pupil or staff member, verbal or threatening behaviour, possession or dealing of drugs, and persistent disruptive behaviour.

- The incident will be investigated before the exclusion is finalised.
- Parents will be informed in writing and invited to meet with the Headteacher, Deputy Headteacher, or Assistant Headteacher.
- Pupils will have the chance to respond to the allegations.
- Parents will be informed about the procedure for appealing the permanent exclusion.
- A formal letter will confirm the permanent exclusion, stating the reasons.
- The Pupil Discipline Committee will be informed, and a meeting will be scheduled with parents to discuss the exclusion.
- If the decision is upheld, a letter will be sent to parents and the Local Authority, along with details of how to appeal to an Independent Panel.